

## Inspection report for early years provision

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<b>Unique reference number</b>	EY392518
<b>Inspection date</b>	10/12/2009
<b>Inspector</b>	Margaret Patricia Mellor
<b>Type of setting</b>	Childminder

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 2009. She lives with her partner and three children aged one and five years, in the Howley area of Warrington. Children use the whole of the ground floor of the childminder's home for their care, play and learning. There is a secure, fully enclosed front garden for children's outdoor activities. The family have tropical fish.

The childminder is registered to care for a maximum of three children aged under eight years old at any one time, of whom no more than two may be in the early years age group. She is currently minding two children in this age group. She also offers care to one child aged over five years old. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder walks or uses her car to collect children from school, and take them to places of interest. She has a Higher National Certificate level 5 award in advanced practice in working with children and their families. She receives support from the local authority. She is a member of the National Childminding Association and local childminding network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children greatly benefit from a childminder who understands their individual needs and plans enjoyable and challenging activities for them. They are cared for in a welcoming family home, and play in an enabling environment, where they are very settled and content. Good attention is given to promoting children's welfare, and keeping them safe and secure at all times. Children enjoy exploring their local area, and are making good progress in their learning and development. Partnership with parents is developing very well and significantly contributes to providing an inclusive environment that welcomes each child's individuality and values their unique qualities. The childminder is keen to improve the quality of the provision offered and recognises that the procedure for self-evaluation, which helps to drive ambition forward, is in its early stages.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- build on children's awareness of equality and diversity by providing a suitable range of resources that reflect positive images of disability
- continue to develop the procedure for self-evaluation that involves parents, and forms a basis of ongoing review and assessment, which drives continuous quality improvement and enhances outcomes for the children.

## **The effectiveness of leadership and management of the early years provision**

The childminder manages her provision well and takes all necessary steps to ensure that children's welfare is promoted and safeguarded. She has a strong understanding of her responsibilities in the area of child protection, and the procedures for reporting concerns. Sleeping children are vigilantly monitored, and risk assessments of the premises, toys and outings are robust. Health and hygiene practices consistently followed by the childminder help to minimise the risk of cross-infection. Meals and snacks are freshly prepared and nutritious, and good sharing of information about dietary requirements ensures children remain healthy and parent's wishes are respected. Daily routines and activities foster children's awareness of a healthy lifestyle. All the regulatory daily documentation, such as accident and medication records, are well maintained and organised. This further contributes to the effective, safe management of the provision and children's welfare.

Good emphasis is given to ensuring that every child is valued as an individual and their family members are actively involved. Every parent is given a leaflet about the childminding activities and a policy file is available for them to view. Settling in sessions, 'I can do' booklets and initial observations help the childminder to become familiar with each child's unique qualities and what they already know. As a result, children's individual care needs and routines are respected, providing an environment consistent with home. They make good progress in their learning and development in relation to their age, ability and starting points. Ongoing sharing of information keeps parents well informed of their child's routines, activities and achievements, and individual daily diaries and six monthly progress reports welcome their comments.

The childminder has a good understanding of child development and how children learn through play. She plans activities around children's developmental needs and interests, and organises the environment with children in mind to create an inviting and welcoming environment for them. As a result, children freely and safely choose toys that appeal to their interests, and initiate their own play and learning. She is aware of the provisions strengths, and is keen to promote better outcomes for children. For example, since registration she has completed first aid training, and growing vegetables to extend children's awareness of healthy eating is identified as a key area for future improvement. The childminder is beginning to use the Ofsted self-evaluation form, and recognises that she is not yet considering the views of parents for monitoring and reviewing the quality of the provision offered. This limits plans to drive continuous quality improvement forward. The childminder shows consideration for the limitations of the planets resources. She teaches children about the bin for recycling resources, and how to make a play house out of used boxes.

## **The quality and standards of the early years provision and outcomes for children**

Children are very settled and content in the childminder's home, and the proud display of self-image portraits children have created boosts self-esteem and nurtures their sense of belonging. They enjoy warm relationships with the childminder, who is very attentive, encouraging children to play with the toys and motivating their conversation and learning as she sits reading and sharing books with them. Children eagerly engage in their play, and are afforded plenty of stimulation and interest in the enabling environment, which helps children become confident and active learners. For example, they show plenty of curiosity when exploring different textures, such as paint, shaving foam, water and gloop, and begin to make connections when they turn knobs and press buttons to operate toys. Children build on their awareness of technology by developing mouse skills while playing simple colour matching games on the computer with the childminder.

Children enjoy plenty of opportunities for exploration and discovery, and connecting with nature and the outdoors. They explore the seasons by collecting leaves to make autumn pictures, and complementary activities about natural habitats support children's interest in polar bears. They love feeding the ducks, and become aware of their local area with visits to places of interest which are enjoyed by all, such as the park, woods and museum when they investigate mini beasts with magnifying glasses. Children behave well for their age and stage of development, responding warmly to the childminder's kind words of praise and encouragement, which helps them learn what they have tried or done well. Regular visits to toddler group also provide worthwhile opportunities for children to socialise and join in play with others. Activities are none-gender specific and respect for others is fostered. For example, children play with some multi-cultural toys and make Diya lamps for Diwali. Children's awareness of the wider community, however, is not fully exploited because there are few resources reflecting positive images of disability.

Children have plenty of space for active or restful play, and freely move with confidence in the childminder's home. All the necessary safety equipment is in place to minimise hazards, and the childminder helps children become aware of keeping themselves safe. For example, practising fire evacuation and opportunities to swing on a rope ladder when appropriate to their stage of development. Meal times are a very social occasion where good manners are encouraged. Fresh fruit every day and discussions about the eatwell plate nurtures children's awareness of healthy eating. Children learn about personal hygiene through their natural daily routine, and washing hands is an enjoyable activity for them. Outdoor play is a particular favourite and the local park provides a variety of safe challenges. Crawling through tunnels, climbing and running in the fresh air promote children's physical skills and build on their awareness of a healthy lifestyle.

Good emphasis is given to promoting children's creative development through a range of media. They build up a repertoire of rhymes and explore musical instruments and paint. Re-enacting their own experiences through role play helps them to make sense of the world. During play children develop their awareness of

number, shape and colour, and their early literacy skills are supported particularly well. For example, the childminder sits reading and sharing books with the children, encouraging repetition of words and sounds. Number rhymes, labelling print, and access to mark-making resources also nurture children's skills for the future. The childminder is successfully using starting points, photographs with captions, observations linked to the area of learning the skill relates to and the Early Years Foundation Stage profile to identify and plan for children's next steps in learning and achieving. Planning includes topics and a good balance of child-initiated play and adult-led activities, with emphasis on enjoyment and involving their interests. For example, children eagerly choose whether to look at books or construct with blocks and daily plans show opportunities to join in creative activities. As a result, children have plenty of fun and thoroughly enjoy their play while making good progress in their learning and development.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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