

## Inspection report for early years provision

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<b>Unique reference number</b>	402433
<b>Inspection date</b>	14/01/2010
<b>Inspector</b>	Dianne Andrews
<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 1999. She lives with her husband, her two adult daughters and 11 year old son in a house in Crewe. The whole of the ground floor is available for childminding and there are large front and rear gardens which are used for outside play.

The childminder is registered to care for up to six children under the age of eight years and is presently caring for one child in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder usually walks to local schools to take and collect children, but uses a car to transport children to other venues, such as toddler groups. The childminder holds a teaching qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children experience close and warm relationships with the childminder, which help them to feel secure and well settled in the setting. She recognises each child as an individual, offering one to one attention in order to fully promote their welfare and development. Close partnerships working with parents and carers enables the childminder to ensure that children's individual needs and routines are met well. She has a good understanding of children's preferences and interests and uses these to provide them with activities and experiences that effectively support their learning and development. The childminder has a realistic view of current practice and how to develop further. She regularly pursues ongoing professional development training opportunities.

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

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

- keep a record of visitors to the setting, their names, the purpose of the visit and details of arrival and departure times
- develop written risk assessments so that they cover anything with which a child may come into contact.

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

The childminder understands her role with regards to protecting children in her care and has appropriate systems in place to ensure they are safeguarded. She supervises children at all times, taking them with her as she prepares snacks and meals and involving them in the process. Her child protection policy supports her

practice and is available for parents to refer to. Essential records for recording accidents, medication and children's attendance are kept accurately and are up to date. However, there is no record of visitors to the setting to ensure children's welfare is fully promoted. Children's safety is very effectively considered in all areas with detailed risk assessments documented for all outings and the regular completion of a safety checklist. However, recorded risk assessments do not comprehensively cover all things children may come into contact with, such as, the risks associated with the recent snow and ice.

Children thrive in the inclusive environment, where effective partnership working between the childminder and parents ensures continuity and consistency of care. Each child's uniqueness and particular characteristics are identified and acknowledged by the childminder, enabling her to meet individual needs effectively. The childminder develops open, trusting relationships with parents as a basis for sharing information and agreeing objectives for children's next steps in development. Daily verbal communication is supported through the completion of children's 'scrapbooks' showing photographs and observations of their progression and achievements in all areas of learning. The children on roll do not presently attend any other provision, but the childminder has considered the strategies that she would use to develop partnerships with others to promote continuity and progression.

The childminder recognises her strengths and has developed effective systems to evaluate all aspects of her practice. She accesses training opportunities and obtains advice from other practitioners and the Local Authority development officers. She successfully involves parents in the self evaluation process to identify areas for improvement, for example, by asking for parents' views through the use of questionnaires. Parents state that they have complete faith in the childminder's practice, that they know about the complaints procedure and are particularly pleased with their children's personal, social and emotional development.

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

Children feel safe, happy and content in the care of the childminder, this is evident as they smile and respond positively to her while they play together. Their interests are reflected well in the stimulating range of good quality resources, from which they confidently select those that appeal to them and motivate them. The youngest children readily choose interactive and musical toys, which are within their reach. They happily explore them, press buttons to create a reaction and respond with glee. There is plenty of space to enable young children to develop their crawling skills and the childminder supports this by moving favourite toys just out of reach so that they make the effort to reach them. They proudly develop their mobility further as they pull themselves up on furniture, delighting in this new found freedom and the change of perspectives that standing brings. The childminder interacts well with children during their play and constantly explains what she is doing and describes what they are doing, modelling language effectively to encourage development of these skills. She demonstrates a good working knowledge and understanding of the Early Years Foundation Stage and

how to promote children's learning and development. As a result, children make good progress towards the early learning goals given their capability and starting points.

Children develop a good understanding of the importance of following effective personal hygiene routines, for example, babies are supported to use a wipe on their hands before eating finger food and a poster is displayed to remind older children when to wash their hands. They enjoy a healthy range of snacks, such as wholemeal toast and fruit and have access to regular drinks to keep them hydrated. Children's experiences are broadened through attendance at toddler groups and play barns where they develop their physical skills while socialising with others. They also benefit from regular walks to enjoy the fresh air and to observe the wildlife at local places of interest.

Babies are supported to learn to keep themselves safe as they check the acceptability of their actions with the childminder, for instance, before touching something they know they should not. Older children are involved in the development of the house rules and all children have their positive contributions acknowledged through praise. Children are encouraged to be helpful to one another and to develop a good understanding of their own needs and those of others. Books and resources provide children with positive images of diversity in the world around them and planned activities help children to learn about others and to value difference.

## 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	2
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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