

## Inspection report for early years provision

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<b>Unique reference number</b>	EY398407
<b>Inspection date</b>	08/02/2010
<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 minds from another registered childminder's home in the Orford area of Warrington. Children use the whole of the ground floor and a bedroom of the childminder's home and there is a secure garden for outdoor play.

The childminder is registered to care for six children aged under eight years, of whom no more than three may be in the early age group at any one time. She is currently minding three children in this age group. She also offers care to three children aged over five years and is registered to provide overnight care for two children. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. When working with another childminder they can care for a maximum of 10 children under eight years at anyone time, of whom no more than six may be in the early years age range.

The childminder walks and occasionally uses her car to take them to places and regularly attends the local toddler groups. She receives support from the local authority. She is a member of the National Child Minding Association and local childminder network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and homely environment, where they are very happy and settled and greatly benefit from a childminder who understands their individual needs. They are making good progress in their learning and development and the childminder is beginning to use observations of children to inform planning and promote individual challenges for them. Good emphasis is given to promoting children's welfare and keeping them safe and secure at all times. Partnerships with parents and others are developing very well, which helps to provide an inclusive environment that welcomes each child's unique qualities. The childminder demonstrates a strong commitment to improving the quality of the provision offered and recognises that 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:

- continue to make observations and assessments of each child's achievements, and use these observations to track their progress toward the expectations of the early years learning goals
- develop the procedure for self-evaluation that involves parents views and drives continuous quality improvement forward 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. Risk assessments of the toys, premises, outings and procedures for the collection of children in an emergency are robust. Good hygiene practices consistently followed by the childminder and the provision of anti bacterial hand gel help to minimise the risk of cross-infection. Children have nutritionally balanced meals and learn about a healthy lifestyle through their daily routine and activities. All the daily regulatory documentation that further contributes to children's welfare is very well maintained and organised.

Good emphasis is given to promoting an inclusive provision and ensuring that every child is valued as an individual. Taster sessions and observations help the childminder to become familiar with each child's needs and what they can already do. As a result, children's individual care needs are respected, providing an environment consistent with their home; they make good progress in their learning in relation to their starting points. Learning journals, newsletters and ongoing dialogue between parents and the childminder ensures good sharing of information regarding each child's routines, activities, interests and achievements. Parents themselves comment with kind words in feedback forms, about how pleased they are with their children's care provision, social development and the progress they make. Developing partnerships with the other provisions that children attend also ensures that the childminder can effectively plan activities to enrich their learning experiences.

The childminder organises the premises with children in mind, where they can choose toys for themselves and initiate their own play and learning in the homely environment. She is aware of the provision's strengths and is keen to promote better outcomes for children. Since registration she has attended several training events, future developments include growing vegetables to extend children's awareness of healthy eating. She is beginning to use the Ofsted self-evaluation form, but is not yet considering the views or thoughts of parents to monitor or review the quality of the provision offered. This limits plans to drive continuous quality improvement forward. Good consideration is given to the planet's environment, as toys are sustainable and the childminder teaches the children about the different coloured bins for recycling resources.

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

Children are afforded plenty of space for active and restful activities; daily premises checks before they arrive ensures that all the necessary safety equipment is in place to minimise hazards. As a result, children freely explore their environment in safety and comfort. Becoming aware of keeping themselves safe is

very much encouraged, for example, children wear luminous jackets when out and about and enjoy opportunities to crawl across rope ladders, when appropriate to their stage of development. Children learn about personal hygiene through their daily routine and develop good levels of independence, as they help prepare their own lunch. They talk about how many of their five-a-day they have had, reward charts to take home, nurtures children's awareness of healthy eating. Fresh air and physical exercise everyday promotes children's physical skills. Helping themselves to drinking water when thirsty also enriches their awareness of a healthy lifestyle.

All children are included and the childminder is very good at making sure each child feels valued and that they belong. She makes allowances for their different personalities, reflected in children's happiness, confidence and the warm relationships they enjoy with the childminder. She is very attentive and toddlers relish her reassuring cuddles when they show signs of tiredness, as well as sensitive interactions, as they play with the toys. Children eagerly engage in their play in a warm, well maintained environment and become active learners. For example, toddlers delve into toy boxes to seek out their favourite toys and show plenty of curiosity when exploring different textures, such as wood, paint or play dough. They begin to make connections, responding gleefully when the cash register pops open when they press buttons. Older children build on their awareness of technology, as they develop mouse skills on the computer, operate remote control cars and take photographs.

Children enjoy good opportunities for exploration, discovery and connecting with nature and the outdoors. They love pond dipping, feeding the farm animals and learning about the changing seasons, as they collect leaves to make Autumn pictures. They become aware of their local area with visits to places of interest, such as, the park, museum and soft play centres, which are enjoyed by all. Young children enjoy playing alongside one another and regular visits to the toddler group also provide worthwhile opportunities for them to socialise with others. They behave well for their age and stage of development and develop the concept of sharing through the childminders sensitive interactions. Respect for others is fostered, for example, a welcome poster is displayed in different languages and children light candles for Hanukah. Learning to care for others is also catered for through children's participation in fundraising events, such as, 'Children in need'.

Children freely express themselves through a range of creative media and pretend play, which helps them to make sense of the world. Early literacy skills are promoted well and good adult support with linking sounds to letters and recognition of simple words, complements what children learn in school. Parents are particularly pleased with the progress children make in recognition of shapes and colours, contributing to their mathematical development. A number poster, labelling print, regular rhyme times and taking home favourite story books to read also enhances children's future skills. The childminder is using observations, linked to the area of learning the skill relates to and the early years profile to identify and plan for the child's next steps in learning. Every child has a learning journal where information is recorded, however, the childminder recognises that she is not yet tracking children's progress toward the expectations of the early learning goals. Well planned activities, which stretch children's imagination and interests means

that children have fun and thoroughly enjoy their play, while making good progress in their learning and achieving.

## 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	2
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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