

## Inspection report for early years provision

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<b>Unique reference number</b>	EY404974
<b>Inspection date</b>	01/07/2010
<b>Inspector</b>	Anne Drinkwater

<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 2010. She lives with her partner and three children aged two, 12 and 15 years in Lowton area of Warrington. The whole of the ground floor is used for childminding purposes; this comprises of the living room, the dining area, the conservatory, kitchen and bathroom. Children also have access to the master bedroom on the first floor. The family have two cats and a dog for pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in this age. She also offers care to children aged over eight years to 11 years. In total there are four children on roll. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder provides children with a stimulating variety of learning experiences within a safe and secure environment. She has a very good knowledge of each child's individual needs, and uses effective information sharing systems with parents to promote children's welfare. The childminder's detailed knowledge of the children and her individual interactions with them ensures that they make good progress in their learning and development. She undertakes ongoing self-evaluation to enable her to identify and plan improvements for her service. Partnerships with parents and others are good to ensure individual care is provided for children.

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

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

- build on existing good partnership working by inviting parents to share their children's initial starting points and include children's next steps to fully support and inform planning
- consider ways to seek parents and children's views in order for them to contribute to the setting's self-evaluation.

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

The childminder demonstrates a clear understanding of the procedures to follow with regards to child protection, and ensures she keeps up-to-date through attending training in this area. She is vigilant with regards to safeguarding

children. Detailed policies and procedures promote a safe and secure environment to support and ensure children's safety and welfare. All required records are in place and a written risk assessment helps to ensure that the children play in safe, clean surroundings. She has a consistent approach to the management of the children's individual care and needs and is very organised and knowledgeable in her approach to children's development. Consequently, children enjoy a very good range of experiences in all areas of learning. Space and resources are very well organised to encourage children's play and independence. For example, low-level storage units in the playroom enhance the children's ability to make choices. Daily routines are flexible to ensure they reflect the children's ongoing interests, ideas and personal routines.

The childminder ensures that she has up-to-date training in first aid to enable her to confidently deal with first aid emergencies. She is committed to attending training to increase her knowledge and understanding of the Early Years Foundation Stage and improve her service. This has had a positive impact on the outcomes for the children. For example, the childminder has developed resources that reflect difference through the addition of books, posters and dolls. Through the use of her self-evaluation system she plans to improve her planning systems to include the children's next steps which at present are not always identified and included.

Good continuity of care for children is ensured through daily liaisons with parents, both verbally and via diaries, and by close relationships with other settings that children attend. The written questionnaires give parents and children the opportunity to comment constructively in the care received. However, they are not presently involved in the setting's evaluation. Details displayed on the walls ensure parents are fully informed of planned and ongoing activities, of the conditions of the childminder's registration and of how to contact Ofsted. Parents are provided with written information about the childminder's policies and procedures prior to their children starting with her. They are very supportive of the childminder and the welcoming, caring service that she provides for their children. Parents value the daily communications and the range of learning and development experiences provided for the children.

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

Children are happy in this safe, calm and homely environment where they receive lots of support and attention from the childminder. This increases their sense of well-being, confidence and security. Children are very confident in the company of the childminder, showing their affection with hugs, cuddles and giggles. The childminder ensures that children spend time in the fresh air every day with a good balance of visits to the parks, outdoor garden play and attendance at organised events, for example, toddler groups, library rhyme time and soft play areas. Ample opportunity is provided to enable the children to develop their understanding of the wider world through the variety of resources, visits and planned activities.

The childminder has good systems in place to support children's learning and

development. These include observations of each child and the identification of their next steps in learning, some of which are included into future planning. Children's individual learning journey records are being developed by the childminder and include photographs and written observations of their learning and development. Emphasis is placed on children enjoying themselves. Children are gaining good communication skills, with the younger children being encouraged to create their personal words as they begin to develop language. Early writing skills are evident both in the home and in the accessible outdoor environment as children successfully use a wide variety of tools such as chalks to create a multicoloured wall, crayons, paintbrushes and pencils to mark make and form letters. Children are developing counting and problem-solving skills through everyday activities which ensures they develop good skills for the future. For example, they plant, grow and nurture the potatoes, then harvest them for lunch. Conversation then turns to the worms they find and how they must wash the potatoes before cooking them. Creativity is fostered and enhanced very well through the puppet theatre, the making of Halloween masks and dressing up. Treasure baskets provide lots of interest for the younger children as they include wooden, metal and textured objects for exploration.

Children learn to stay safe because the childminder has developed an emergency escape plan which she practises with them. She talks to them about being safe when they are out. Her plans are to reinforce their learning about being safe on the roads during road safety week. Children are learning about healthy eating because the childminder provides balanced, home-made meals and snacks, followed by ample supplies of fresh fruit. The childminder encourages physical activity as well as ensures the children receive rest and sleep as required. Drinks are readily available for the children and specific dietary needs are followed. Children spend their time purposefully and develop good social skills as they play alongside and cooperate with the childminder and other children. They are given lots of praise and encouragement by the childminder, which boosts their self-esteem and sense of well-being. Children are learning responsible behaviour as they are encouraged to share toys, take turns and learn about the needs of others. The childminder offers very good support for children's emotional well-being to help them know themselves and what they can do. This is reflected in their behaviour, which is good because it is managed in a caring and sensitive way. This ensures children are comfortable, happy and enjoy their time with the childminder.

## 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

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