

## Inspection report for early years provision

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<b>Unique reference number</b>	EY271038
<b>Inspection date</b>	25/01/2011
<b>Inspector</b>	Anne Archer
<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 2003. She lives with her husband and two children aged four and eight years in Handforth, Cheshire. All areas of the childminder's house are used for childminding except the small front bedroom. There is an enclosed garden for outdoor play. The family has a pet rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to four children at any one time including three in the early years age range. She currently cares for seven children in total including three in the early years age group.

The childminder holds a L3 qualification in Childcare and Learning. She takes and collects children from Grange Primary School which is within walking distance of her home, as are all other local amenities.

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

Overall the quality of the provision is good.

Children make good progress in their play and learning and their welfare is very well promoted. Safeguarding systems are thorough and partnerships with parents and other providers of the Early Years Foundation Stage are established and generally effective. The childminder knows the children very well and works hard to meet their individual needs. The childminder's ongoing self-reflection, completion of the recommendations made in the last inspection report and her adoption of the values of the Early Years Foundation Stage ensure that her capacity to make continuous improvement is good.

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

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

- explore ways to further encourage and enable parents to contribute to their child's ongoing assessment by sharing what they know about their child.

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

Children's welfare is effectively safeguarded because the childminder has a very good understanding of her responsibilities in relation to child protection and to keeping children safe. She is confident in her knowledge and understanding of potential concerns and in her ability to respond by following her local Safeguarding Children Board guidance. The childminder informs Ofsted of any changes likely to affect her registration. She checks the identification of any visitors and ensures children are not left alone with them.

Policies and procedures have been updated to reflect the childminder's developing practice and are reviewed when anything changes. Risk assessments are conducted on the childminder's home and garden and on outing venues to ensure children's safety. The childminder also carries out daily checks to ensure that any potential hazards are minimised for individual children. The childminder helps children learn to keep themselves safe and to negotiate risk without impeding their developing independence. For instance, on the walk to school they talk about road safety and learn how to use crossings properly by only crossing when the green man is lit up.

The childminder takes effective steps to promote children's good health and wellbeing and has clear procedures to prevent the spread of infection and to care for children when they become unwell. She holds a current paediatric first aid certificate and has a first aid kit readily available. The childminder is familiar with children's changing dietary needs and works closely with parents to encourage children to adopt healthy eating patterns. The effectiveness with which the childminder promotes equality and diversity is good. She has a thorough knowledge of each child's welfare and developmental needs including their culture, beliefs and ethnicity. She has established a comprehensive system for observing, assessing and planning for children's learning needs. The use of differentiation ensures that all children are able to take a full part in activities.

Behaviour management is excellent. Strategies take account of children's maturity and levels of understanding and they are consistent. This ensures they have a very positive effect on children's learning. The childminder's engagement with parents and carers is good. Notes and cards from parents show that they are very pleased with the service they and their children receive. Parents are very well informed of their child's achievements, wellbeing and development through daily conversations, the sharing of the children's record of achievement and regular reports on children's progress in the six areas of learning. However, parents contributions to the process are not routinely recorded to support the overall process.

Systems are in place to ensure that partnerships with other providers of the Early Years Foundation Stage are effective, although they are not in use at the moment. The childminder's premises are suitable and safe and the childminder maintains a supportive yet stimulating environment in which children do well. Resources are plentiful and varied and are rotated to reflect the varying interests and learning needs of the children.

The childminder has completed the recommendation made in the last inspection report relating to practising emergency evacuation drills with the children. She is constantly reviewing her practice to ensure it meets the children's needs. One way she does this is by asking herself if she would be happy with this level of care for her own children. She has a L3 qualification in Childcare and Education and attends training courses to develop her practice on a regular basis. This commitment shows that the childminder's capacity to maintain continuous improvement is good.

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

Children are very well settled, content and are happy to take part in activities and play with a range of suitable toys. Activities reflect the interests and learning needs of the children. The childminder makes observations of the children as they play. She uses the information to provide activities she knows they will enjoy and which challenge them and so help them to make good progress. Children learn the importance of safety and of adopting healthy lifestyles through daily routines. They thank the green man for keeping them safe when they use the crossing and are learning to cover their mouth when they cough to stop germs spreading. They practise the emergency evacuation procedure and are becoming aware of the reason for this and they take regular drinks of water to keep themselves hydrated. Children are offered choices at snack and lunch times which help them to learn about making decisions about their own care.

Children enjoy the childminder's attention and show by their behaviour and mannerisms that they feel safe in her care. They show by their actions that they understand the childminder's house rules such as to tidy away to make space for other toys and helping children younger than themselves. They behave well under the childminder's consistent and supportive approach. Children enjoy following the pictures as they listen to the childminder reading short story books they have chosen from the library. They learn about similarities and differences and about growth as they look at their hand and foot prints taken a year ago against ones taken more recently. Children develop problem solving and reasoning skills as they play with a variety of construction toys and puzzles. They learn about money and counting when they play shop keepers with the childminder.

Children learn about the community and develop social skills when they attend play sessions at the local church and at the library. They have regular opportunities to play outside both in the childminder's garden where she has a good variety of play and climbing equipment and at the nearby park. Children develop skills for the future as they make progress in communication, numeracy and reasoning and as they respond to the childminder's questions throughout the day.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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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