

Inspection report for early years provision

Unique reference number	304358
Inspection date	25/01/2011
Inspector	Christine Tipple

Type of setting	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.

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Description of the childminding

The childminder was registered in 1993. She lives with her husband, adult daughter and grandson in the Handbridge area of Chester. The whole of the ground floor is used for childminding purposes. There is a rear enclosed yard available for outside play. The childminder takes and collects children from the local school and nursery.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently 13 children attending of these seven are within the Early Years Foundation Stage, all the children attend on a part-time basis. The childminder also offers care to children aged over five years to 12 years. She is registered on the Early Years Register and on both the compulsory and voluntary and parts of the Childcare Register. The childminder has a Level 2 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminders care which supports them to feel safe and secure. The childminder provides a suitable range of activities and resources for the children which overall enable them to make satisfactory progress. The childminder works effectively with parents to keep them well informed on a daily basis about their children. There are some links established with the local school and nursery. The documentation and other records overall promote children's well-being appropriately. The childminder has started to evaluate her practice and to identify areas to develop in the future.

What steps need to be taken to improve provision further?

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

- improve systems to observe and assess children's learning which inform planning for their next steps to progress
- improve the risk assessment to include all outings carried out with the children.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded from the risk of abuse or neglect because the childminder has a detailed policy which explains her responsibilities. She has attended safeguarding training recently to ensure she remains up-to-date with current guidance and practice on child protection issues. Children are cared for in a secure environment. A suitable risk assessment has been carried out on the

premises, but this is not sufficiently extended to include all outings with the children. The range of policies, procedures and other records are presented well and reflect the childminders commitment to children's ongoing welfare and safety. There is an appropriate selection of maintained resources and equipment which support the age range of the children attending. The childminder ensures these are rotated to promote children's varied interests through the day. The space provided enables the younger children to move around freely and confidently.

The childminder promotes equality and diversity through her policy statement and in providing an environment where children's individual needs are valued and respected. There are some resources in place which promote different cultures. The children are involved with celebrations and traditions through the year which help to develop their understanding of the wider world. The partnerships formed in the community are through local provision which children visit and with the school and nursery. This continues to be developed to improve the sharing of information to support children's ongoing learning and progress. The relationships established with parents are good. They have access to the childminders policies and procedures and share and agree the care arrangements provided through completing a contract with the childminder. She makes time each day to discuss with parents what their children have done and any other personal care needs or information from school. The parents and childminder can phone or text each other as an additional form of communication. Parent's comments are positive about the high level of care provided for their children.

The childminder has started to evaluate her childminding practice. Since the last inspection she has improved the range of healthy choices for the children at snack time and completed a childcare qualification. She meets informally with other local childminders which provide opportunities to share ideas and good practice.

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

Children are happy and enjoy their time with the childminder. The close relationships formed promote children's sense of belonging and self-assurance well. The childminder through discussion offers children a suitable range of activities which are satisfactory in covering the areas of learning. She observes what the children do and through this she provides additional resources to develop their skills, such as building the bricks higher and to name the colours they used. The childminder knows the children well and demonstrates her understanding of their ongoing developmental needs. However, this approach does not yet provide clear information on the observations and assessments completed to ensure children's ongoing learning and progress is monitored effectively.

Children are confident in what they do and the childminder interacts positively with them. She encourages children to learn new words and listens patiently before responding to them. Books are provided to support the children to sit together or independently to read a story or to name the objects in the pictures. Children access resources to mark make and develop writing skills which is encouraged by

the childminder. Children count through songs and other activities, such as how many items in the box. Shapes are used for children to name and match. Children occasionally bake and they weigh out the ingredients and count the eggs to be used. There are good opportunities for children to use role play and 'small world' resources. These enhance their imagination and help them to develop their own ideas, such as pretend play in making a cup of tea or having a pizza for dinner. Children enjoy being outside and having fresh air and physical play. The childminder uses local facilities regularly which include the large grassed area and park close by and walking to and from school each day. Younger children are supported in developing their mobility through having the space indoors to walk and crawl with good levels of independence. Creative activities are provided for all ages of children attending. This includes painting, collage and making celebration cards which are supported with an appropriate selection of tools and materials.

The childminder shares information through her policy with parents on the care of children when ill to minimise cross-infection. The facilities in place enable older children to independently wash their hands and this is reinforced by the childminder. Younger children and babies personal care is managed well to ensure appropriate hygiene practices are carried out. The childminder provides children with snacks through the day and parents provide their children's main meal. The snacks promote a healthy balance which includes a daily selection of fruit which is enjoyed by the children. Children behave well and are comfortable with the routines and boundaries in place which are relevant to children's age and understanding. The childminder encourages sharing and taking turns and older children promote positive role models for younger children, such as using their manners appropriately.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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