

Inspection report for early years provision

Unique reference number	EY398785
Inspection date	31/01/2011
Inspector	Julie Firth
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 2010. She lives with her husband and son aged six years in Golbourne, an area of Warrington close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of five children aged under eight years at any one time. There are currently 3 children on roll who attend for a variety of sessions; of these, 3 are in the early years age range. The setting is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children.

The childminder is supported by Wigan Start. 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 promotes children's welfare and learning well and children are happy in her care. She displays a wealth of knowledge of The Early years Foundation Stage and good systems are in place in relation to planning and observation. She is beginning to monitor children as they make good progress in the inclusive, welcoming environment. The relationships with parents are a major strength. They are consulted, involved and kept very well informed of their children's care and learning. She is aware of her strengths and areas of development. Self-evaluation is in place as she is starting to reflect on children's outcomes.

What steps need to be taken to improve provision further?

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

- continue to use self-evaluation effectively to monitor the setting and reflect as children progress throughout their learning
- develop assessment to clearly track children's progress across all areas of their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children and keeps up to date with training. She has a good knowledge of the signs and symptoms of abuse and procedures to follow should they be concerned about a child's welfare. All adults currently working with the children are suitable and official identification documents are thoroughly checked before any person not known at the setting is

allowed to enter. A record of visitors to the setting is maintained and all other aspects of documentation relating to the welfare of the children are in place, of a good standard and stored to respect confidentiality. Children know where to find resources to extend their play ideas and follow their own interests. Defined areas, such as writing, investigation and construction, in the large play areas, enable children to consolidate their learning very well. Recent training and her own commitment to her service promotes good outcomes for children. Future targets are to attend further workshops and courses to enhance her knowledge around planning and assessment.

The childminder offers an inclusive service to children, parents and carers. She is very enthusiastic and continually strives to improve her practice. Comprehensive documentation, policies and procedures are in place and copies are available to parents and discussed to ensure they are kept fully informed of her childcare. This helps her to monitor the service she provides. She maintains children's individual daily diaries, a noticeboard and detailed questionnaires. Parents have a wealth of opportunities to comment on their children's assessments. They highly praise her dedication and speak well of how their children are progressing in the short time in her care. She works well with Sure Start and is very aware of offering a smooth transition into school for children who attend. She has started to use self-assessment procedures to monitor and evaluate the provision which takes into consideration the views of parents. However, she could develop this further by reflecting on the impact of children's progress.

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

The childminder has good knowledge of the Early years Framework, which enables her to meet the requirements well and promote outcomes for children. She fully understands the children's likes, dislikes and capabilities and children settle very well. The childminder uses the information she receives from parents through the individual starting points which are completed in detail. A good range of adult and child led stimulating activities help the children make progress across all areas of learning and development. Furthermore, individual learning journals indicate that children are making good progress in the short time they have been cared for by the childminder. She observes children at play and uses this to plan for their individual progress and identify suitable next steps in learning. However, tracking around all areas of children's learning is not fully developed.

The environment is stimulating and children can freely move around the rooms and relax in their own playroom. She has developed a good range of accessible resources to help children to explore and investigate and fully promote diversity. Baking activities allow the children to sample foods from different origins and they enjoyed eating fortune cookies during Chinese New Year. There is a very strong emphasis on independence and children are encouraged to feed themselves from a young age, help out at snack times and learn to dress themselves. She encourages them to speak about how they are feeling and to respect each other.

A wealth of photographic documentation around shows that the children have

opportunities to express their own thoughts and ideas using a variety of creative materials. Children use glitter, gloop and foam. They dress up and participate in role play such as the home corner. They pull levers and use programme toys from a very early age. They have a wealth of first hand experiences as they take a nature walk to collect leaves and visit the park.

Children have good opportunities to see examples of everyday print and to learn that print has meaning throughout the home. All toys are labelled and enable children to freely choose what they want to play with. They use language very well and are encouraged to make marks, recognise letters and use sounds. A wealth of books and story sacks enable children to read and learn in a fun way. There are lots of opportunities for making marks and learning how to hold a pencil correctly. Children learn to count the cars when playing with small world toys and as they sing nursery rhymes. A wealth of games and puzzles helps them to recognise colours. Children's physical skills and coordination are developed well as the childminder encourages and promotes outdoor play and exercise. Children have very good opportunities to climb and balance using large equipment in the rear garden and at groups. They use cutters when making play dough models, enhancing their manipulative skills.

Good behaviour is displayed and the frequent use of praise helps children feel good about them. From an early age children learn the importance of sharing and taking turns. The childminder is a good role model to the children and speaks quietly to themselves. Children benefit from being cared for in a home which is clean, warm and well maintained. Stringent hygiene routines and very good cleaning rotas are followed to ensure children's good health. For example, children are fully aware of hand-washing after meals. They are involved in activities to remind them about fruit and vegetables.

Children are very well nourished and develop an awareness of healthy eating as a very well balanced and home-made nutritious diet is in place to aid their growth and development. Furthermore, the childminder has a catering and hygiene employment background and holds certificates to further promote her knowledge. Drinks are available at all times of the day.

The premises are safe and secure and both indoors and outside are subject to rigorous risk assessments to ensure that risks to children are minimised. Trips are well thought-out to enable children to have fun in a safe environment. Children are involved in the regular fire drill and participate in a large variety of topics, such as stranger danger. They have great fun making traffic lights out of card and learn about people who help us.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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