

Inspection report for early years provision

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Inspection date	31/03/2011
Inspector	Janet Fairhurst
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 has been a registered since January 2008. She lives with her partner and her children aged four and two years in Carrville. The house is within walking distance of the local primary school and other local facilities. Minded children have access to all of the ground floor of the house, and the first floor bathroom. There is an enclosed garden area at the rear of the house with a supply of play equipment for outdoor use. The family has a dog.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for four children, of whom two are in the early year's age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is a qualified nursery nurse.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully creates a welcoming and secure environment where children's welfare is given high priority. Children have a wonderful time as they access an exciting range of activities which helps them to make good progress towards the early learning goals. The emphasis on partnership with parents and others means that children's individual needs are met very effectively. Children are developing a very good appreciation of a healthy lifestyle. The childminder is enthusiastic and has made a good start to monitoring and evaluating her service to ensure continuous improvements.

What steps need to be taken to improve provision further?

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

- enhance children's assessment records by recording their next step in their learning
- provide more opportunities for very young children to access everyday and natural objects.

The effectiveness of leadership and management of the early years provision

Children are cared for in a very warm and welcoming home. The childminder is very well organised and she is clear about her role and responsibilities as a registered childminder. She has a very good awareness of safety issues and is extremely vigilant in her supervision of the children. Robust risk assessments are carried out for both the premises and outings. As a result, children are cared for in a very safe and secure environment. The childminder demonstrates a good understanding of safeguarding issues and the procedures to follow should she have any concerns about any children in her care. She has a clear policy that is

shared with parents and reflects current local guidance. There is ample space for children to move around comfortably as they help themselves to good quality toys and resources. Their needs are well met because all the documentation and records required for the safe and effective care of children are in place.

The childminder works in a very positive and productive manner with parents. Children's emotional well-being is nurtured as the childminder gathers detailed information about their development when they first start, as well as any specific requirements to support their welfare and routines. A high level of communication with parents, both written and verbal, means that children's individual needs are fully promoted. Parents receive copies of the childminder's comprehensive policies that underpin her provision. They also receive photographs via email of their child at play which is reassuring for them. The childminder provides clear progress reports for parents that are significantly linked to the early learning goals outcomes. Questionnaires and letters show that parents are exceptionally happy with the childminding service provided and hold the childminder in high regard. The childminder has established positive links with the nursery the early years children attend and obtains information about the forthcoming topics or plans to ensure her practice complements the learning taking place.

The childminder considers how she will continue to improve her childminding service, for example, by accessing safeguarding training. She keeps up-to-date with necessary changes and recognises the importance of continually developing her skills through reading childcare articles and liaising with other childminder colleagues. Good progress has been made since the last inspection to improve children's attendance records and the complaints procedure.

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

Children are confident in their surroundings and in the company of the childminder. The childminder carefully and sensitively follows their individual care routines to provide continuity of care for parents. She is flexible to the needs of parents and provides a home from home, calm, reassuring atmosphere where the children settle easily. Information is gathered from parents about what their children knows and can do which are used as the starting points on which the childminder bases her initial observations. The regular observations of children show an intuitive insight into children's enjoyment and engagement with the broad range of activities. They also identify aspects of children's development and learning intentions. The childminder knows the children exceptionally well and is clear about how she will help children achieve the next steps in their learning. However, she does not document this within their learning journey file.

Children thrive on the interaction and care they receive. The childminder uses lots of eye contact, verbal and facial expression as they play together which encourages younger children to vocalise and interact. Their early attempts to communicate are fostered really well as the childminder responds immediately to their babbles and gestures. Plenty of floor space is provided to allow for younger

children to develop their physical skills such as rolling on the floor and reaching and grasping for toys. Resources are stored at a low level that allow younger children to access easily as they confidently help themselves to an assortment of activity toys, musical toys, and interactive toys. The toys are very well maintained and in the main are very good quality manufactured toys. Consequently children have limited opportunities to access more everyday and natural objects to offer stimulus to the five senses. Children's love of books is enhanced through their visits to the library and listening to the stories the childminder tells when they tire and relax and enjoy the quieter times. Children enjoy being creative, for example, they have recently made a Mother's Day gift. This has been carefully thought through by the childminder to ensure even the youngest of children can participate. Children develop close relationships with the childminder they snuggle into her as she feeds them their bottle and she instinctively knows when they are tired and places them in their pushchair for their mid-morning nap.

Numerous outings and activities ensure children have daily opportunities to enjoy the fresh air and also to develop their knowledge and understanding of the world. For instance, they visit the park and local venues such as Wharton Park and Little Moos. Here they can meet farm animals and have the freedom to run around and develop their physical skills. Weekly visits to the toddler groups and 'Singing Sally' sessions provide children with the opportunity to socialise with their peers and other adults. The childminder's professional approach to managing children's self esteem and their behaviour results in good levels of motivation and confidence. Her calm manner, relevant use of praise and encouragement and genuine attention to children's needs means that they learn to play cooperatively together and behave well.

Children's parents provide them with healthy meals, complemented by fresh fruit snacks and drinks offered by the childminder. When playing in the garden, children play with a variety of equipment such as wheeled toys, play house, slide and trampoline. They are learning to keep safe as they discuss road safety and know what to do in the event of a fire because they participate in regular fire drills. Children learn basic hygiene practices and follow the good role model set by the childminder who maintains hygienic practices to prevent cross-infection.

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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