

Inspection report for early years provision

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| Unique reference number | EY410962 |
| Inspection date | 15/06/2011 |
| Inspector | Sue Birkenhead |
| 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 two children aged 13 and four years. The family live in the Crewe area of Cheshire close to local facilities, schools and transport links. The whole of the ground floor, the bathroom, youngest child's bedroom and playroom on the first floor are used for childminding purposes. There is a fully enclosed garden available for outside play. The family have a dog, two rabbits and a large number of fish in the pond outdoors.

This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of five children under the age of eight years at any one time of whom two may be in the early years age group. She is currently minding three children all of whom are within the early years age group. Children are cared for on a part-time or full-time basis. The childminder 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 a stimulating, welcoming environment for children where they are happy and secure. She has developed a positive understanding of the Early Years Foundation Stage welfare, learning and development requirements. Consequently, the children's individual needs are successfully met and the positive progress they make towards the early learning goals is supported well. The effective links that develop with parents ensure a consistent approach to the children's care and the childminder has given thought to establishing links with other settings children may attend in the future. The childminder demonstrates a strong commitment to continuous improvement and uses the self-evaluation well to reflect on her practice.

What steps need to be taken to improve provision further?

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

- improve systems for linking the children's observations and next steps in learning with the planning of activities to further reflect how their development is taken forward
- extend the information regarding safeguarding children shared with parents to include procedures followed should allegations be made against the childminder or household members.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a positive commitment to the safeguarding of all children. She clearly recognises the indicators of abuse and the procedures for reporting concerns following the basic training she receives. The comprehensive risk assessments and daily visual checks of her home as well as all outings ensures positive action is taken to manage or eliminate identified risks. The childminder organises her records well to promote a consistent approach, respect confidentiality and accurately record information. She demonstrates a strong commitment to the continuous development of her service. For example, she values advice she receives from the local Childminding Coordinator and attends a good level of additional training to ensure better outcomes for children. The childminder uses the self-evaluation form well to reflect on her good practice, highlight the impact on children and outline some aspects for future development.

The childminder develops positive relationships with parents by exchanging written and verbal information daily regarding the children's care and well-being. The parents have access to the children's individual development files to make them aware of the progress they make and actively contribute to the written summary of their developmental progress the childminder completes. Parents sign against the many written policies the childminder provides which include safeguarding and complaints, making them aware of her effective practices in the main. In addition they can retain copies for themselves through the use of the computer stick provided. However, procedures followed should allegations be made against the childminder or household member have not been shared. Parent's opinions are valued and in the short time she has cared for the children she has issued questionnaires to parents providing formal opportunities for them to share their views of her setting. For example, they outline how happy they are with the care their children receive, recognising improvements in children's confidence and behaviour. They describe the communication as excellent and value the childminder's flexibility. The childminder does not currently care for any children who attend other early year's provision. However, she has given thought to effective procedures for sharing information with other settings when the need arises with a view to providing a complementary approach to the delivery of the Early Years Foundation Stage.

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

Children are happy and confident in the secure childminding environment where good relationships develop. The positive deployment of resources contribute to the welcoming environment and allows children to make choices both indoors and outside. As a result they become active learners and develop some independence. The childminder positively interacts during play, divides her time equally between the children and varies her activities and opportunities to suit all their needs. Formal planning of activities outlines the theme they follow and associated

activities to ensure all areas of learning are covered in sufficient breadth and depth. Children's days are organised around the more structured times for attending many local groups and incorporate a good balance of adult-led and child-initiated opportunities. The individual children's scrap books include photographic evidence of their learning, observations and their next steps. In addition the well documented summary of their development shows the positive progress they make towards the early learning goals. The childminder refers to the practice guidance associated with the Early Years Foundation Stage to monitor and assess their progress. However, it is not clear how their next steps in learning are moved forward to inform the future planning of activities.

Children take part in many worthwhile learning experiences, which contribute to the development of their future skills. By attending many local groups their social skills are promoted well. They begin to develop their understanding of diversity through the positive range of resources accessible. They celebrate festivals such as Easter as egg hunts are planned and they make cards for their family. Children's understanding of number, associated language and problem solving is increasing well. They compare size and discuss positional language such as backwards and forwards and big and small when looking at the books with the childminder. They count spontaneously to four during play and learn to sort and match the snap cards with support. Children develop an active interest in books, which effectively contributes to the development of their early literacy skills. They select their favourite book for the childminder to read from the books that are easily accessible to them and attend the local library for story times. Children are effectively learning to give meaning to the marks they make as they explain the picture they draw is of their daddy, make marks in the play dough and use chalks outdoors. Children's creativity is explored well as they dance to their favourite music and attend Bluebells dance session weekly. They play imaginatively with others where they create a home area to make pretend meals and prepare drinks for others. They show care and concern for the dolls as they speak in whisper as they are asleep and take them for walks in the buggy. They use various art and craft materials and enjoy the different sounds the musical instruments make. They explore the natural world as they grow strawberries in the garden they pick to eat. Opportunities to promote the development of their physical skills and healthy lifestyles are effective. They include walks locally, visits to play centres to experience larger apparatus and regular access to outdoor play. Babies developing their crawling skills and through the positioning of resources that interest them freely begin to explore resources under close supervision. Older children competently take photographs of others and babies interact with toys to create flashing lights and sounds to support their knowledge and understanding of early technology.

Children receive a varied, healthy balanced diet which consists of freshly prepare home made meals. Regular access to fresh drinking water ensures children remain refreshed and hydrated. Parents wishes are respected and the baby foods they provide are stored in line with food hygiene regulations. Children indicate they feel safe as they leave the childminder's side during play to explore and turn to her for support and cuddles when upset or tired. Children show interest in the emergency evacuations the childminder completes and one child points out to the inspector the fire notice on display. They regularly practise road safety and talk about stranger awareness. Consequently, children's understanding of staying safe is

positively promoted. The childminder's uses effective methods for managing children's behaviour. She regularly praises their achievements and awards stickers or certificates accordingly. As a result children's confidence and self-esteem develops, they behave well and develop the good use of manners. Children develop a good understanding of personal health and hygiene washing their hands before meals and routinely clean their teeth after meals.

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

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| 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

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| 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

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| 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

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| 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

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| 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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