

## Inspection report for early years provision

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<b>Unique reference number</b>	EY411331
<b>Inspection date</b>	10/06/2011
<b>Inspector</b>	Judith Kerr
<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.

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## Description of the childminding

The childminder was registered in 2010. She lives with her partner and two children aged four and one year in the Westbrook area of Warrington. The whole of the ground floor of the childminder's house is used for childminding purposes. There is an enclosed rear garden for outside play. The family has a cat.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for two children in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and holds a recognised level three qualification in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a comprehensive understanding of the Early Years Foundation Stage which contributes towards effectively promoting children's safety and welfare. She provides a warm, caring and safe environment where all children are valued and respected and inclusion is well promoted. Policies and procedures which are mostly effective help to ensure children's individual needs are met. Purposeful relationships with parents and others help to promote consistency and ensure appropriate support is provided for each child. The childminder is beginning to reflect on her practice to enable her to make ongoing improvements to her provision.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 10/06/2011

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

- develop further systems for self evaluation in order to prioritise areas for improvement which will enhance the quality of provision for all children.

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

The childminder's detailed awareness of safeguarding procedures ensures children are well protected from harm and abuse. Her safeguarding policy clearly details her responsibilities to report any concerns she may have about a child in her care. All adults in the household have been checked to ascertain they are suitable to be in close proximity to children. Although consent is in place for some medicines, the childminder does not obtain prior written permission to administer each and every one. This is a requirement in regulations. An accurate record of children's attendance is maintained and all visitors to the premises are required to sign in and out and show identification. Detailed written risk assessments are undertaken and regularly reviewed. Together with daily checks of the premises these contribute to keeping children safe both indoors and on outings.

Since registration, the childminder has reorganised the space within her home to ensure the environment is enabling for the children. In addition, she attends ongoing training, such as, food safety and inclusion matters in order to keep up-to-date with current best practice and improve outcomes for children. The childminder is starting to establish systems for self-evaluation to help her identify strengths and also where future improvements can be made. She recognises the importance of ongoing improvement and developing her own knowledge and understanding.

Good partnerships with parents are prioritised. They help to ensure children are fully supported and their individual needs met. Parents sign agreement to all policies and procedures. Discussions, diaries and photos provide detailed information about children's care. Starting points in relation to care, learning and development are jointly agreed and each month parents receive a summary of progress to which they can contribute. Ideas and suggestions are offered to help parents develop their children's learning at home. The high esteem in which the childminder is held by both parents and children is evident from their completed questionnaires. The childminder demonstrates a commitment to ensure all children are fully integrated into the setting and understands the importance of effective partnerships with all those involved in each child's development to ensure continuity of care and learning.

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

Children are making good progress in all areas of their development as a result of the stimulating and enjoyable range of well supported activities and experiences planned for them. The childminder maintains comprehensive records of the observations undertaken on each child, often illustrated with photographs. Individual next steps are planned for to help each child make ongoing progress across all the areas of learning. The childminder matches children's progress against the framework to ensure they each achieve as much as possible given their starting points.

Activities and resources are wonderfully well organised to enable children to make their own choices and initiate their own play. This ensures they develop self-esteem and independence. Children play contentedly and approach the childminder with confidence for attention thus demonstrating their sense of security within the home. They learn to play cooperatively, for example, waiting for their turn to aim the ball into the net. A broad range of 'mark-making' resources encourages children to practise their pre-writing and writing skills. Children are learning to copy and recognise the letters in their name. They match the dinosaur cards and sort the shapes which encourage them to concentrate and to solve problems. The childminder is skilled at extending children's learning and enjoyment through their creativity. For example, children make valentine cards with handprints, little men with recycled cardboard tubes and wool and snowmen using cotton wool and wobbly eyes.

Outings are used to enhance all aspects of children's learning. For example, the children visit the park, woodlands, soft play facility and museum. They learn about the changing seasons and investigate the impact of recycling packaging materials and how magnets work. The childminder successfully promotes equality and diversity as part of children's daily play through discussions about differences, use of signing and access to resources, such as books and play figures. In addition, she plans celebrations for Chinese New Year and Diwali when children draw dragons, collage diva lamps and taste traditional foods, such as, spring rolls, prawn crackers and rice. These activities help them understand the wider world and how other people live.

Healthy lifestyles are superbly promoted. The childminder provides excellent, nutritious home cooked meals which meet children's specific dietary needs. The children are growing and caring for fruit and salads, such as strawberries and tomatoes. Exemplary hygiene routines, such as, washing hands before eating and after toileting help to minimise the risks of cross infection. A strong emphasis is placed on positive behaviour and as a result children are beginning to show a fine awareness of responsibility. For example, they help to tidy away toys and understand young children must not have access to small construction parts. Children develop a highly effective understanding of how to keep themselves safe as they practise the evacuation procedure on a regular basis and understand why they must follow the childminder's instructions when crossing the roads.

## 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	1
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

<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	1
The extent to which children adopt healthy lifestyles	1
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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