

Inspection report for early years provision

Unique reference number	EY301757
Inspection date	22/06/2011
Inspector	Judith Kerr
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2005. She lives and works with her husband, who is her registered assistant, and their three children aged 13, seven and three years in the Orford area of Warrington. The whole of the childminder's house, except for the master bedroom and large front bedroom, are used for childminding purposes. There are enclosed front and rear gardens for outside play. The family has three pet rabbits.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for three 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 has a level 2 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge and understanding of the way young children learn and develop; she uses this to provide purposeful and developmentally appropriate activities and experiences which promote good progress towards the early learning goals. Inclusion is well promoted as the childminder knows the children well and recognises each one as an individual. The children are happy and are well cared for in a safe and stimulating environment. Most documentation meets requirements. The childminder is enthusiastic and capable of making continuous improvement for the benefit of all, evident by the improvements made since the previous inspection.

What steps need to be taken to improve provision further?

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

- request written parental permission at the time of the child's admission to the provision for the seeking of any necessary medical treatment in the future (Safeguarding and promoting children's welfare).
- 09/07/2011

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

- ensure regard is given to the need to maintain privacy and confidentiality particularly in respect of children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of the importance of safeguarding the children in her care. Detailed procedures for reporting any concerns are in place and shared with parents. The children are carefully supervised at all times and are protected from adults who are not vetted. The required consents from parents are requested, except for permission for seeking any necessary emergency medical treatment. This is a requirement in regulations. Although records are stored securely, information about individual needs is visible in the kitchen. Well-organised risk assessments are in place for the home, garden and the outings undertaken with the children. These, together with daily checks of the premises, contribute to minimising hazards to children.

The recommendations raised at the last inspection have been addressed to improve the information provided for parents. The childminder has completed further training in safeguarding, first aid and food safety to ensure her knowledge is up-to-date. The childminder reflects critically on her practice and as a result she has correctly identified her strengths and areas that she intends to develop in order to ensure each child reaches their full potential.

Parents are well informed about the childminding provision. They share details in respect of their children's needs, routines and abilities, which helps the childminder to offer seamless care and plan appropriately for their given abilities. Parents are informed about their child's day verbally and in daily diaries to keep them fully up-to-date. They are encouraged to share their observations of children's achievements and events in their lives. This two-way sharing of information is effectively used to enhance children's learning and experiences within their home and while at the childminder's. The importance of making links with other professionals is recognised to promote progression and continuity for children.

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

The childminder has a good understanding of the Early Years Foundation Stage, which ensures she can provide purposeful, developmentally appropriate and challenging activities which consolidate and extend children's learning and development. Observations are matched to the six areas of learning, and the next steps of children's learning are predicted. Children's achievements are linked to the elements of the framework to help monitor their progress towards the early learning goals and ensure they are sufficiently challenged.

Resources are well organised for children to make their own choices. This promotes self-esteem and confidence in their abilities. Children share warm relationships with the childminder and her family, which enables them to feel happy and secure in her home. Self-help and socialisation skills are developed as children bath the dolls and learn to put their socks on and off. Children develop their physical skills as they enjoy dancing, climbing, manoeuvring the wheeled toys

and planting seeds and flowers in the garden. Outings to the park and duck pond and feeding the rabbits enable children to learn about the changing seasons and the care of others.

Children develop good communication and language skills through regular trips to the library, reading stories and talking to the childminder. She listens and asks questions to further extend their interest and skills. A variety of materials, such as pencils, chalk and paint, motivate children to practise their mark making skills. The childminder uses mathematical language to describe size, shape and colour as part of everyday routines. For example, she counts the stairs with children as they go up and down and discusses more and less money as they pay for things in their play shop. Songs help children to calculate. Multicultural resources, such as dolls, posters and books help children to value and respect people's differences and become aware of the wider world in which they live. The children celebrate Chinese New Year by tasting traditional foods and eating with chopsticks. They develop their artistic talents using a variety of media, including glitter, paint, glue, paper plates and shiny paper, and make cards for Father's Day with handprints and cakes with crispy cereal.

The childminder ensures the children in her care remain healthy through careful cleaning routines and precautions to prevent the spread of cross-infection. The children are taught about personal hygiene through effective hand washing and toothbrushing routines. The children eat healthy and nutritious meals and are taught about the foods which contribute to the effective growing of their bodies. Children develop a purposeful awareness of how to keep themselves safe as the childminder ensures they understand why they must follow her instructions when crossing the roads. They practice the emergency evacuation plan regularly so they become familiar with how to leave the premises without delay.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----