

Inspection report for early years provision

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Inspection date	17/10/2011
Inspector	Jan Linsdell
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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.

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 1984. She lives in Lymm, Cheshire, with her husband who works as her assistant. The whole of the ground floor and an upstairs bedroom are used for childminding purposes. There is a secure garden available for outdoor play. The family have a pet dog.

This childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under the age of eight years at any one time. She is currently minding 10 children, one of whom is within the early years age group. Children mostly attend on a part-time basis, before and after school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes an inclusive, homely and welcoming environment for children. She provides a wide variety of activities to help them make good progress in their learning and development. Partnerships with parents, carers and other providers are successful, ensuring children's individual needs are well met. Most aspects relating to children's safety are suitably addressed. Systems for self-evaluation are being developed, but overall the childminder demonstrates a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- carry out regular fire evacuation drills and record details of any problems encountered and how they were resolved
- improve the arrangements for self-evaluation, to identify the setting's strengths and priorities for development that will enhance the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of how to protect children from harm. This is because she attends safeguarding training and understands how to implement procedures if any concerns about children's welfare are identified. Risk assessments for the premises and outings are thorough and ensure children are kept safe in and away from the home. All required documents to promote the safe management of the setting are well organised and well maintained.

The childminder has been minding children for many years. She shows a strong commitment to the children and they benefit from her positive attention, support

and encouragement. The environment is homely and welcoming, with a good variety of resources available to promote children's learning. As a result, children confidently use available space, helping themselves to equipment and making choices in their play.

The childminder values children and treats them as part of the family. She helps them to learn about diversity, for example, by looking at books and answering questions about similarities and differences. She engages well with professionals from other settings, such as school and pre-school. This positively promotes continuity in children's care and learning. Engagement with parents and carers is strong because the childminder establishes positive and long-lasting relationships with them. They regularly share information about the children's welfare and achievements, and the wide range of written policies ensure parents are well-informed about the childminder's procedures.

Systems for self-evaluation are still developing, which means the childminder has not fully considered the quality of her provision and what areas she wants to develop further. Nevertheless, she demonstrates a strong commitment to improvement, for example, by attending an excellent level of training to enhance her skills and knowledge. She has taken positive steps to address recommendations from the last inspection, such as providing paper towels for children to dry their hands and ensuring they have access to drinks. This has improved their health and well-being.

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

Young children benefit from receiving individual attention and support from the childminder and her assistant. This enables them to make good progress in their learning and development. The childminder enjoys being with the children and supports them well. For example, she listens carefully and asks meaningful questions to encourage their thinking. This positively promotes their language and communication skills. Observations of the children's progress are noted and the childminder uses this information to organise activities that promote all areas of children's learning and enjoyment.

Children form close relationships with the childminder and they happily sing as they play. This shows they feel safe and secure in her care. They develop awareness of safety rules, such as when using the car, and have some opportunities to discuss fire safety, but they do not practice regular fire drills to reinforce their learning. Children develop a healthy lifestyle. They enjoy weekly music and movement sessions and regularly visit the park after school. Parents provide a packed lunch and the childminder offers a variety of healthy snacks, such as fresh fruit. Children enjoy building models with the assistant and they have regular opportunities to participate in craft and drama sessions. This positively promotes their creativity and imagination.

Children have good opportunities to develop their knowledge of the world. They enjoy various outings to places of interest, such as the museum and the safari

park. They grow vegetables and plants from seeds, and enjoy the bug hunt at the local Sure Start centre, where they search for bugs with a magnifying glass. Children benefit from sitting on the childminder's knee to look at the photograph albums, which gives them good opportunities to discuss and recall their learning.

Children develop skills for the future, as they learn to count and recognise the numbers on the bus. They concentrate well as they build interesting shapes with the construction materials, building a pyramid with support and describing the shape as 'massive'. This shows their developing awareness of mathematical concepts. Children show good levels of confidence and independence as they help themselves to toys and see to their own personal needs. They willingly tidy away resources before getting things out to play with, which demonstrates their understanding of responsibility. Children learn to be very polite because the childminder models respectful behaviour.

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	3
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	3
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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