

Inspection report for early years provision

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Inspection date	18/10/2011
Inspector	Nicola Nolan
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 2001. She lives with her husband and one adult child, in the Appleton area of Warrington, Cheshire. The minded children have access to the conservatory, dining room, hall and kitchen and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for six children under eight years. The childminder is registered to care for a maximum of six children at any one time and currently has four children on roll. The childminder attends the local parent and toddler group, soft play centre, music group and other appropriate pre-school groups within the area. The family has one cat. 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.

Children's learning is very well supported by the huge range of toys and resources available to them. The childminder works closely in partnership with parents to meet the individual needs of each child. Overall, children are making good progress in their learning and development and information about children's starting points are discussed with parents prior to the children attending. However, at present this information is not documented or used to plan learning. The childminder has effective systems to reflect on her practice and maintains continuous improvement, promoting better outcomes for all children.

What steps need to be taken to improve provision further?

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

- record starting points from parents and use as a basis to plan learning opportunities.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her duty to safeguard the children in her care and what to do if she becomes concerned about a child. She has a visitors' book and holds a current first aid certificate. This enables her to monitor visitors and help children if they are hurt. In order to keep children safe, the childminder ensures all risk assessments are carried out in her setting and when on outings. Children are protected further because the childminder keeps an accurate log of accidents, medication that is administered and of fire drills.

The childminder is committed to promoting equality and diversity and promotes this well. She ensures the children learn about differences by celebrating festivals and supporting them to take part in activities that encourage them to think how it

feels to be different. For example, wearing spectacles, to have a visual impairment or use crutches. The childminder supports learning practically and challenges stereotypical thinking. For example, when some children sing nursery rhymes in the car other children say "that's only for girls to sing". The childminder explains that everyone can join in.

Resources support learning and are organised effectively, taking account of the children's stages of development. The childminder is committed to providing good quality care and to continually improve outcomes for children. She has good systems in place to help her self-evaluate her practice. For example, she has addressed previous actions and recommendations promptly and effectively and is committed to continually improve her practice.

The childminder has a good understanding of the Early Years Foundation Stage and ensures activities promote progress towards the early learning goals. Partnerships with parents are good. The childminder shares information daily about progress and events that have taken place. Stickers to represent the six areas of learning are included into the children's development files to enable parents to understand what the children are learning. Important information about the children's starting points for learning are discussed when a child first arrives at the setting, although this is not documented or used as a basis to inform planning. Partnerships with others are effective in supporting children's specific needs and transitions to schools.

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

Children are well settled and feel secure with the childminder. They benefit from a very experienced childminder who implements the Early Years Foundation Stage effectively. She records the children's achievements through observations and assessments linked to the six areas of learning. Children are provided with a broad and interesting range of activities and learning opportunities to help them achieve and enjoy.

The childminder interacts and communicates with the children to support their learning. For example, she says "what colours have you got?" children reply correctly by saying "red, blue" and smile eagerly looking for more bricks. The childminder supports children to build with the different coloured and shaped bricks. Thus enabling them to develop their understanding of colours, shapes and develop skills of perseverance.

The children are encouraged to develop their own creative ideas through play. For example, they choose to play with a push down fire engine. The childminder says 'nee naw' and the children repeat this. The children then try to take the play people out of the engine and fit the engine into an empty brick tub. This shows they are creatively learning about capacity and developing their fine physical skills.

Children are developing good language skills as they share books and

communicate with a supportive childminder. Information and communication technology resources are available for children in the different age groups. They choose to play with the electronic snakes that pop up and down, and enjoy bashing them down with the hammer. This supports their understanding of technology and develops good skills for the future. The children learn about the changing weather as the wind and rain howl outside on the conservatory windows and the childminder draws their attention to it. She asks questions to make them think such as 'it's not very nice out there, is it?' She then sings 'I hear thunder'. Children go on outings to the local park, feed ducks, visit water gardens and see the red squirrels. This means that children are developing a very good awareness of the natural environment.

Children's health and well-being is promoted successfully. Exercise and a healthy menu mean the children are well supported to develop a healthy lifestyle. Children enjoy outdoor play and are encouraged to understand that physical exercise is good for their bodies.

Children's personal hygiene skills are well developed because there are well established daily routines in place. They have individual towels and regular hand washing is promoted. Visual prompts remind children to wash their hands. Children's behaviour is good and reflects the role model provided by the childminder.

Celebrations of many different festivals support learning about different cultures and reflect diversity positively. Overall, children are making good levels of progress towards the early learning goals in all areas of learning.

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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