

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY298117
<b>Inspection date</b>	19/10/2011
<b>Inspector</b>	Sally Smith
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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 with her two adult children and one child aged 14 years in Widnes. The whole of the groundfloor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage. At times, the childminder works with an assistant and together they may care for six children in the early years age range of whom two may be under two years. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and nurseries, and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides an inclusive and welcoming environment where children felt comfortable and relaxed. Observation, planning and assessment ensures that children generally experience a good range of activities to promote their learning and development. Partnerships with parents are effective; information is regularly and consistently shared ensuring that children's individual needs are met. The childminder evaluates her provision and is keen to make ongoing improvements to enhance the service she provides.

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

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- make effective use of outdoors, including the local neighbourhood, to promote all areas of children's learning and development.

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

The childminder has an up-to-date understanding of safeguarding children in her care. She has a secure knowledge and awareness of the Local Safeguarding Children Board procedures should she have any concerns about children's welfare.

The childminder and her assistant have undertaken appropriate vetting procedures ensuring they are suitable to work with children. The childminder is conscious of the need to ensure that the environment in which children play is safe. She is highly effective in prioritising children's safety both in the home and on outings. A daily visual inspection using the aid of a checklist enables the childminder to identify potential hazards and action taken to minimise these. A comprehensive risk assessment is undertaken of all areas, resources and equipment and this is reviewed annually. Fire drills are practised and recorded ensuring children are fully aware of procedures in the event of an emergency. A complaints procedure clearly identifies what parents should do if they have any concerns about the provision. In addition, accurate records are maintained of children's arrival and departure times and any visitors to the home. These steps assist the childminder in promoting children's safety.

Children access a wide range of high quality resources which are stored in clearly labelled boxes, both in pictures and words, enabling children to make choices in their play. From the moment children enter the childminder's home it is evident that the environment is very inclusive and child-centred. An array of pictures, posters, photographs and children's creative work adorn the walls. Visual aids provide positive images of cultural diversity and disability and the world around them. Equality and diversity is fully embraced and celebrated, and similarities and differences discussed with the children. Whilst the childminder is not caring for any children who have special educational needs and/or disabilities, she understands the importance of working closely with outside professionals to support children's welfare and development.

Parents have excellent relationships with the childminder and their feedback is exceptionally positive and complimentary. Effective methods are used to share information about the child's care to keep parents well informed. They receive detailed information about the educational provision to involve them in supporting their child's learning and development. The childminder endeavours to establish positive partnerships with other early years settings to meet the needs of children, ensuring progression and continuity of learning and care.

The childminder is very committed and has a professional approach in all that she does, implementing robust policies and procedures to successfully promote children's health, safety and welfare. The childminder reflects on her practice and the views of parents and children are sought so that they can contribute to this process. The childminder responds to any suggestions for improvement. She receives information and attends training with the local authority whenever she can and regularly makes contact with other childminders where good practice is shared. Overall, the childminder demonstrates a positive commitment to providing good quality care and education for children.

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

Children form firm friendships and are very happy in the care of a welcoming and caring childminder who recognises the needs of every child. Whilst she follows

children's interests and allows them to dictate much of their play, well-planned adult-initiated activities extend children's learning. For example, children discuss what they have learnt about Diwali. They talk about making lamps and patterns on hands. The childminder reminds children that these are called Rangoli patterns. Children recall putting a 'diamond on their head' patting their foreheads to show where they placed them. The culmination of this learning is a visit to a restaurant in order for children to experience the tastes and smells of authentic Indian cuisine.

Whatever the children are doing, the childminder engages them in conversation, talking about what they are doing, asking pertinent questions and providing explanation. She provides a good level of support and encouragement. Her positive interaction enhances their enjoyment and increases opportunities for learning, as she introduces new vocabulary. For example, as they make Halloween lanterns, they discuss scooping out the 'flesh' of the pumpkin. The childminder carries out observations of what children are doing, recording these in learning journals which are shared with parents. She relates these to the six areas of learning, but does not consistently make links to the 'Development matters' prompts to clearly demonstrate the progress being made.

Good use of positive role modelling and a clear understanding of the childminder's expectations means that children behave very well. Children are polite and well-mannered. They help with tasks, such as tidying away their toys and wiping the table after eating their lunch. They receive regular praise and encouragement for effort, achievement and kindness, which helps boost their self-esteem and confidence. Children develop independence skills, such as selecting their own plates, bowls and cutlery and using knives to chop and prepare fruit for their pudding. They learn how to handle knives safely and are gently reminded not to put them in their mouths as they might cut their tongues. Other safety aspects are considered as the childminder talks to them about road safety and offers age-appropriate explanations about possible consequences of their actions. Good hygiene procedures are adhered to; children wash their hands thoroughly following the pictorial guide before drying them on individual hand towels. Children hold out their hands for anti-bacterial hand gel and know that this is used so that germs can be eradicated. Children learn about the effects that exercise has on their bodies as they feel their heart beat faster and note that their skin becomes 'hot and sweaty'. However, whilst children go for walks to visit local parks and nature centres, the outdoor environment is not consistently used to promote all areas of children's learning and development.

Children develop future skills as they access simple interactive toys and operate a laptop computer. They press keys to turn the pages as they listen to a story, looking at the pictures as they are displayed on the monitor. Children learn about recycling and save many household items for art and craft activities. Children count during routine activities and are confident communicators, enabling them to develop skills for their future 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

<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	1
The effectiveness of safeguarding	1
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	1

### 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

<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	2
The extent to which children make a positive contribution	1
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](http://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
--	-----