

Inspection report for early years provision

Unique reference number	EY235591
Inspection date	20/10/2011
Inspector	Judith Kerr
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.

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 2003. She lives with her husband who also works with her as a co-childminder and their two children aged one and three years in the Stockton Heath area of Warrington. The whole of the childminder's house except for the master bedroom is used for childminding purposes. There is an enclosed rear garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently caring for seven 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 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure knowledge of the Early Years Foundation Stage and purposeful understanding of each child which ensures inclusion is well promoted. She is kind and caring and provides a safe and welcoming environment for all children where most aspects of documentation meet requirements. Activities provided offer realistic levels of challenge appropriate to children's age and stage of development and ensure they are interested, confident and busy. A considerable emphasis is placed on excellent relationships with parents. The childminder demonstrates a positive attitude to the continuous improvement of her service and recognises where most of the key areas for further development within her childminding practice lie.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 20/11/2011

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

- improve self-evaluation systems to identify areas for individual future development.

The effectiveness of leadership and management of the early years provision

The childminder has a thorough understanding of her role in protecting children. She is aware of her responsibility to report any concerns to the relevant persons and knows the correct procedures to follow. All adults in the household have been vetted by Ofsted to further safeguard children's welfare. However, although it is a requirement in regulations the childminder does not obtain information about who has legal contact with the child and who has parental responsibility for the child. Records of accidents and medication administered to children are maintained and consistently shared with parents. The required consents are in place to further safeguard children's well-being. Detailed written risk assessments and daily checks take account of the indoor and outdoor environment to ensure all hazards are minimised. The outings undertaken with the children are also assessed to reduce risks.

Since the last inspection the childminder has attended various short courses to extend and keep her knowledge up to date. For example, she has updated her first aid certificate to enable her to administer the correct treatment in the event of an accident and attending training on the Early Years Foundation Stage to improve outcomes for children. Resources are extremely well organised to enable children to make their own choices thereby developing confidence and independence. The childminder self-evaluates her practice and has correctly identified most areas for improvement, which she feels are, and should be ongoing. However, her evaluation is not specific to her own personal service.

Exceptionally effective relationships with parents are developed. A comprehensive portfolio of policies and procedures, together with daily discussions, diaries and ongoing access to children's secure online learning records ensures parents are provided with a high level of information about daily routines and occurrences within their child's unique day. Parents are involved in agreeing children's starting points in relation to care, learning and development and are kept involved in their ongoing development; for example they each have a password which allows them to access all observations and photographs. Letters and cards from parents demonstrate they highly value the service. Beneficial links are maintained with other providers of the Early Years Foundation Stage framework to promote progression and continuity for children.

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

The childminder has developed a secure knowledge of the Early Years Foundation Stage framework. She ensures daily routines include a good balance of adult-directed and child-led activities. She has a beneficial understanding of each child's likes, dislikes and capabilities. Observations are made while children are engrossed in the range of interesting opportunities provided. These are linked to the areas of learning; the next steps are identified and used to identify future learning priorities

for each child. The assessments are linked to elements of the framework to help track children's progress towards the early learning goals and ensure they each make the optimum progress possible.

Children share warm relationships with the childminder and her family which enables them to feel happy and secure in her home. From an early age children are encouraged to develop their social, self-help, language and numerical skills. For example, they share the toys, happily help tidy them away at the end of the day, enjoy singing rhymes, such as 'Ring a ring a roses' and identify the colours of the shapes on their pictures. Calculation skills are promoted through singing songs including 'Five little firemen'. Children develop a broad understanding of the wider world through resources, such as puzzles, dolls and celebrations of festivals, such as Chinese New Year. They hang a celebratory Chinese banner, make lanterns, learn a song and taste traditional food. The childminder recognises the importance of valuing linguistic diversity and of welcoming children with the use of their first language. Children develop their artistic talents using a variety of media including paint, glue, boxes and shiny paper.

A wide range of activities help children to develop their physical skills. For example, they enjoy using scissors, rolling the dough and throwing and catching balls. They play in the garden and the park which helps them develop coordination and balance. Outings to the zoo and museum provide opportunities for children to learn from first hand experience about animals and historical events. Visits to the garden centre enable children to purchase plants which they then make in to hanging baskets which helps them understand about growth and caring for living plants.

Health and hygiene is well promoted through effective daily routines. For example, children understand they must wash their hands at appropriate times and select their own towel which is labelled with their photograph and name. Such routines help to minimise the risks of cross-infection. The childminder actively contributes to children's understanding of how to stay safe by offering gentle reminders about being strapped in the car and regularly practising the fire evacuation drill to ensure they have a secure knowledge of the procedures to follow in the event of an emergency. As a result of the consistent high levels of care offered by the childminder they learn independence skills which will support and promote their learning in the future.

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	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	1

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	1
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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