

Inspection report for early years provision

Unique reference number	EY428930
Inspection date	14/12/2011
Inspector	Ron Goldsmith
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 2011. She lives with her husband and child aged nine years, near Middlewich in Cheshire. The whole of the childminder's home is used for childminding. She has a rabbit, two dogs and a number of chickens as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are settled and play in a welcoming and inclusive environment. They benefit from the range of toys made available and generally make satisfactory progress in their learning. They enjoy their time in the childminder's care and arrangements effectively promote children's welfare and keep them suitably safe. There are solid partnerships with parents which ensure that relevant information is shared but links with other settings are less well established. Informal strategies are in place to identify areas for improvement which means that there is some ongoing improvement in the quality of the provision.

What steps need to be taken to improve provision further?

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

- improve the processes for observing and recording children's development and progress to ensure clear links with the early learning goals
- develop self-evaluation so that strengths and areas for improvement can be identified.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and safeguarding issues. She has completed relevant training and has devised a written safeguarding policy which is shared with parents and used for reference. The home is well maintained and good systems are in place to minimise cross-infection, for example children are reminded to wash their hands. A risk assessment shows that regular checks are conducted on the premises to protect children from harm. The childminder has devised a range of written policies and procedures for effective management. Toys and resources are deployed well which supports the promotion of children's independence by allowing them to make some independent choices

about the activities which interest them most.

The childminder is committed to improving her skills to provide better outcomes for children; attending further training to develop her practice and acquiring new toys and resources. She works closely with parents to understand their children's individual requirements, preferences and interests. The childminder evaluates her provision through informal self-evaluation and although some areas for development have been identified this is in its early stages. Observation and assessment of the children has begun but this is not yet sufficiently well linked to planning the next steps in children's learning.

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

The childminder is very enthusiastic in her approach to working with children and consequently they are happy and benefit from the warm relationships she builds with them. They enjoy a wide range of activities and the motivating support from the childminder helps children make progress in their learning. They develop a strong sense of belonging and confidently explore their environment and demonstrate how safe they feel by confidently making the childminder aware of what they want. Activities are based on the children's interests with a balance of free play and adult-directed learning. For example, children's interest in cars is well supported by the childminder as she sits herself at the child's level and reinforces language, colour, shape, number and size in their play. She encourages children to work independently, think for themselves and ask questions. Children shriek with delight as the childminder releases a balloon or they smile as they play a harmonica or look at 'talking' picture books.

Some observation is used to monitor the children's progress and plan activities and the childminder is beginning to record their achievements in individual files. Some future activities are then planned in order to promote their learning. The childminder is knowledgeable about each child's abilities. The children's language and literacy skills are fostered well. They access a range of books, with supporting materials to motivate and enhance their learning. The childminder talks to children, using language to reinforce their understanding. Some toys help children to respect diversity and differences as they play with ethnic dolls and books reflecting positive images of race, culture and gender.

The children's health is satisfactorily promoted. They sleep or rest in accordance with their individual needs and have regular opportunities to play outside in the fresh air which contributes to a healthy lifestyle. They learn about personal hygiene, such as washing their hands at appropriate times, in order to help minimise cross-infection. Lunches with suitably nutritious food are provided, with snacks of fresh fruit throughout the day. The children learn about safety. During play they are reminded to be careful, and on outings they become aware of road safety.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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