

Inspection report for early years provision

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Inspection date	12/01/2012
Inspector	Lisa Parkes
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 2010. She lives with her husband and two children aged 11 years and three years. The family live in the Wistaston area of Crewe. The whole of the ground floor is used for childminding purposes. There is a secure garden available for outdoor play. Family pets include rabbits and fish.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight at any one time. There are currently two children on roll within the early years age range. The childminder is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The childminder holds a relevant level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered high levels of care and education, and make strides in their learning and development. Effective arrangements exist to ensure children's safety and health and to encourage their involvement in the wider community. Practice is inclusive and all children and their families receive a warm welcome. The childminder has an accurate understanding of how to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- plan to observe children as part of the daily routine
- enhance records of learning and development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to promoting children's safety. Arrangements for safeguarding children are robust, regularly reviewed and fully understood. Thorough risk assessments are conducted, and include everything with which a child may come into contact. Children are taught to be safety conscious and show a strong awareness of how to keep themselves safe, for example through rehearsing the emergency evacuation procedure. The environment is safe and supportive. The childminder is focused on helping all children to make good progress in the learning and development, and promoting their welfare.

Resources are good, fit for purpose and fully promote children's learning and development. The provision offers children a second home, providing a place for activity, rest, eating and sleeping. Children have easy access to an abundance of interesting toys and resources, and benefit from high quality interaction with the childminder. Children achieve well and their development is good as a result of the setting they are in. The childminder effectively supports children's learning by listening to their views and acting upon them, and by routinely identifying the right time to intervene in their play to move learning on.

The atmosphere is warm and accepting, and the childminder is committed to ensuring that children are cared for appropriately for each family. Children are valued and the childminder routinely recognises and praises effort as well as achievement. Children have ample opportunities to meet new people through learning which takes them out into the local community. Practice is fully inclusive, and the childminder demonstrates a positive approach to meeting children's individual and wide-ranging needs. Management systems run smoothly, and the childminder is committed to driving improvement. Self-evaluation is good and she is passionate about her role.

The childminder is dedicated to working in partnership with others to promote optimum continuity of care. She communicates effectively with the local school to complement children's learning and to ensure progression. The childminder forms partnerships with parents and carers; maintaining ongoing dialogue and offering a flexible service based upon their individual wishes. In addition, parents receive high quality information about the provision in the form of Welcome Packs. The childminder has forged strong links with other childminders and professionals at the local Children's Centre. This boosts community spirit and makes a strong contribution to children's achievement and well-being.

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

The childminder's good knowledge of the learning and development and welfare requirements promotes children's learning, social, physical and economic well-being. High quality planning and organisation ensures that all children are effectively challenged by the learning opportunities provided. Activities are well planned and fully matched to children's individual needs. The childminder is in the process of enhancing records of development in order to track children's personal and continuous journeys, and to help her extend children's talents. In light of this, she intends to embed observations into the daily routine to ensure that they are systematic. Children have plenty of space and time to play both indoors and outdoors, and there is a good balance of adult-led and child-initiated play. Relationships are good, and children's behaviour is managed very well.

Children engage in a wide range of exciting learning opportunities within a homely environment. Children are creative and express themselves through art and craft activities, such as painting and messy play. They build using construction toys, play imaginatively with small world toys, such as dinosaurs, and perform puppet shows. Role play is popular and children dress up, play with dolls and use pretend kitchen

equipment. Children adore singing, listening to music, and experimenting with musical instruments. Outdoors, children enjoy woodlands walks, pond-dipping and building dens. The childminder accompanies children on regular trips and outings, for example to the local garden centre, parks, shops, library and playgroups. Children's play reflects their interests and they gain a sense of satisfaction from their explorations and investigations.

Children display a good awareness of what constitutes a healthy lifestyle. Fresh air and exercise is fully endorsed, and children learn about the food cycle through planting and growing activities, for example, tomatoes, strawberries and basil. The childminder encourages children to be 'fit and healthy' and introduces foods that 'make you strong', such as fresh fruit, yoghurts, cheese and cereals. Cooking activities promote children's interest in healthy eating, and children help the childminder by preparing their own sandwiches. Children learn to wash their hands after playing outdoors, handling the rabbits, using the toilet facilities, and prior to eating. A good balance of activities ensures that children have ample opportunities to be active and to rest. Children are content and settled because their individual health, physical and dietary needs are well met.

Children feel safe at the setting, and a set of reasonable rules fit with their rhythms and add pattern to daily life. Good quality interaction and well-organised routines help children to become secure and confident. The childminder uses outings as a valuable opportunity to introduce road safety and stranger danger. In addition, children understand that they must use scissors safely during activities, and play sensibly on large-scale play apparatus at the local park. Children receive warm and responsive care and show a strong sense of security and belonging within the setting. They are confident, happy and well behaved and display a good awareness of responsibility. The support children receive from the childminder is personalised to meet their individual needs. The childminder builds caring and respectful relationships with all children and their families.

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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