

Inspection report for early years provision

Unique reference number	EY291241
Inspection date	31/10/2011
Inspector	Diane Hawkley-Holt
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 August 2004. She lives with her husband and two children, aged four and nine years respectively, in the Thelwall area of Warrington. The whole of the house is used for childminding, except the main bedroom, and there is a fully enclosed rear garden for outside play. The childminder is registered to care for a maximum of four children at any one time under eight years. There are currently six children attending on a part time basis, of whom four are within the early years age range.

The childminder walks to local schools to take and collect children. She attends local parent and toddler groups and places of interest on a regular basis. The childminder has experience as a nursery nurse and has completed the National Vocational Qualification in Child Care and Education at levels two and three. The childminder is a member of the National Childminding Association. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is appreciated and well supported as the practice is inclusive. Policies and procedures are established and clear, which results in the promotion of children's welfare being good. The childminder has a good understanding of most of her strengths and areas for improvement in her setting and takes steps to improve her service continually. She has built strong relationships with parents and other professionals to promote secure and consistent care for children. Children are making good progress in the setting.

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.
(Safeguarding and promoting children's welfare)

15/11/2011

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

- develop further systems for tracking children's progress towards the early learning goals

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder is knowledgeable about local safeguarding policies. She has effective procedures in place to manage any concerns she may have about children in her care. Children are taught effective safety rules for the indoors and on outings. The childminder has her contact details and carries her mobile telephone with her on every outing. This further promotes children's safety. The childminder and her family are appropriately vetted and are safe and suitable to work with young children. This means that children are safe and well protected. However, the childminder has not established who has parental responsibility, this is a breach of a specific legal requirement. The childminder makes effective use of up-to-date risk assessments which are regularly reviewed. This means that children are able to move safely and freely around the home.

The childminder is knowledgeable about the Early Year's Foundation Stage and uses this well to support children in their learning. The environment is well-organised and mostly accessible to the children. The childminder continually looks for ways to improve her provision for the children. She has attended training on tracking children's progress and this has improved her recording and planning, which has enabled her to plan more effectively for children's development. She has a good system of self-evaluation that enables her to set ambitious and appropriate targets. She has continued to develop the outdoor area in consultation with the children. She has addressed previous actions and recommendations promptly and effectively. This means that children are able to thrive and make good progress in their development.

The childminder forms good working relationships with parents and carers. She has a good induction process, through which she obtains useful information about children, such as their individual preferences and unique needs. She uses this information and observation to establish a starting point to plan for the children's development. She spends time with the parents during the induction sessions informing them about her policies and procedures. This means that parent's wishes and children's individual needs are effectively met. The childminder and parents share important information through a daily contact book, which records the child's daily progress, events, and activities. Parents are encouraged to add comments and share information from home. Parents have also completed a questionnaire; the childminder uses this to improve her service. This means that parents can become involved in their child's learning and each child is very well supported in making good progress towards the early learning goals. Effective relationships with the playgroup and the local Sure Start facility have enabled the childminder and children to be involved in 'Rhyme time' and the toy library. She is also part of childminding network. These partnerships are well established and contribute well to supporting children's welfare and learning.

The childminder offers sensitive support to children who have special educational needs and/or disabilities. She will readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and

supports the setting well. The well-resourced setting has a variety of equipment that depicts people with different abilities and backgrounds. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children are guided well by the childminder to use the equipment safely, not to run inside, and be kind and caring to keep each other safe. Children keep themselves safe as they follow road safety advice learnt during activities in the setting. Children really enjoy using the outdoor equipment and well supported to take appropriate risks when using the climbing equipment in the garden. The children enjoy making creations with coloured paper, glue, and craft items and they show their achievements on display at their level. Additionally the large grass and paved outdoor area offers many excellent and exciting opportunities for children to climb, jump, run, swing and ride on two and three wheeled bikes. This means that children are able to thrive and make good progress in their development.

Children's good health is promoted because the childminder provides a clean and stimulating environment where children develop good independence with their personal care. Good health routines are well established for example, all children wash their hands after activities and before snacks. Children are protected from cross-infection because the childminder ensures the equipment is cleaned and checked daily. Children look after the equipment and will tell the childminder if it becomes broken or dirty. Children can freely choose activities, such as dancing and music. The childminder visits the local park and surrounding countryside where they enjoy seeing cows, sheep and horses. There are mostly good procedures in place for recording accidents and administering medication, which promotes children's good health. Children are well supported to recognise when they need to rest or sleep. The children and parents are consulted in the choice of snacks and routines. This means that children and parents are able to make healthy choices about their diet and well-being.

The childminder observes the children regularly and records their progress through pictures and narratives. This information is used to establish a starting point for the child and then subsequent observations are used to plan stimulating activities that enable individualised planning. Therefore, children are making good progress whilst at the setting. Children are making further progress in communication language and literacy as they spend time speaking to the childminder and she supports their language development. Children access a wide range of books and there are plenty of opportunities for children to write and record their own learning, as there is a selection of paper and mark-making equipment readily available. The children also use technology regularly in the setting, such as play mobile phones and electronic toys. Problem solving reasoning and numeracy is embedded in all activities. The children are well supported when completing shape sorters, jigsaws, and large numbered floor games. Consequently, children are making excellent progress towards the early learning goals in all six areas of

learning.

Children behave really well in the setting because the childminder gives clear explanations and has house rules, which set appropriate boundaries. Children are developing a respect for themselves and others whilst learning about other cultures and beliefs. Furthermore, the setting celebrates children's individuality and festivals, such as Diwali where the children take part in decorating candles and pumpkin shaped pictures for Halloween. Children also use leaves to create an Autumn collage. The childminder makes effective use of books and activities to introduce new ideas and promote diversity.

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	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	1
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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