

Inspection report for early years provision

Unique reference number	EY427237
Inspection date	26/01/2012
Inspector	Linda Filewood
Type of setting	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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2011 and lives with her husband and two children in Great Sankey, Warrington. The whole of the ground floor is used for childminding purposes. There is an enclosed rear garden for outdoor play. The childminder is able to drive to and collect from local schools. The family has a dog.

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. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming environment for all children and promotes most aspects of the children's health and safety successfully. Children make good progress in the learning and development as the childminder gives them effective support and provides a wide range of resources and activities, both inside and outside of the setting. The childminder has developed a positive partnership with each parent by sharing plenty of information to ensure that she is inclusive in her practice and provision for the children. She understands her role well, concerning partnership working with other early years professionals. The childminder has started to take positive steps in her self-evaluation. She identifies areas to develop further, in order to maintain continuous improvement in her provision and increase children's understanding.

What steps need to be taken to improve provision further?

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

- raise all children's awareness of what procedure to follow in the event of an emergency evacuation
- extend resources to develop children's awareness of similarities and diversity
- develop self-evaluation, in order to identify key strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

The procedures in place to safeguard children are effective and children play in a secure environment. All adults in the home have undergone suitable Criminal

Record Bureau checks. Documentation is readily available and demonstrates clearly the efficient systems in place to support children. Written risk assessments for all areas of the provision, indoors, outdoors and on outings are in place. Daily safety checks and the childminder's good supervision of children further help to minimise any potential risks to children. The organisation of the resources and use of space enhances and supports children's learning and development progress. They are able to make choices in their play easily, which supports their independence and confidence. Resources are age-appropriate, of good quality and the childminder is continuing to increase the range to support children's understanding of diversity.

The childminder provides a welcoming environment and works closely with parents to ensure she meets each child's individual needs. She involves parents through discussion when reflecting on her new childminding service and the children's activities. The childminder has effective systems in place to monitor and extend children's learning progress. She shares children's achievements and activities well with each parent through verbal discussion and the good use of a daily diary. This enables parents to continue children's enjoyment of activities at home and provides good continuity in their development. The childminder provides parents with plenty of information about her service. For example, she shares and discusses her policies and procedures with them and provides them with an information leaflet about her qualifications, experience, working hours and fees. Children do not currently attend other early years provisions, such as schools or playgroups. However, the childminder fully understands the importance of working with other professionals, if required, to support their well-being and transition to these provisions in the future. She demonstrates effectively how she will do this.

The childminder is a reflective practitioner and is constantly looking at ways to improve and extend the activities she provides. She is developing monitoring and evaluation systems for her new provision to ensure that she continues to enhance all aspects of the Early Years Foundation Stage and outcomes for children. Since registration, the childminder has fitted an extra smoke alarm and finger guards to the inside doors and filled in the pond in the back garden. These have improved children's safety. In addition, the childminder continues to identify training to support the work she does with children. She extends her understanding of child protection issues by updating her knowledge and holds a current first aid certificate.

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

Children are secure and happy with the childminder. They are comfortable in their routines, settle quickly in her home and good relationships with each other and the childminder are evident. Young children respond very well to praise from the childminder and smile readily at her. They confidently move around the playroom with increasing mobility and purpose. The childminder offers a good balance of planned activities, based on children's interests and events, such as Chinese New Year and freely chosen play. Children receive very good support to develop the necessary skills for their future progress and learning through a broad range of play

opportunities, experiences and routines. For example, the childminder encourages young children to learn to feed themselves and become independent.

The childminder records observations of children's play and uses her sound knowledge of how they develop to identify and provide for the next steps in their development. The observations are clear, well documented and evaluative. As a result, all children are making good progress in all areas of learning. Young children's emerging communication skills are developing successfully. They make themselves clearly understood and the childminder responds positively to them, giving them confidence and promoting their self-esteem. Children experiment with shapes and by trial and error and a little support from the childminder, successfully fit them into the correct spaces in a shape sorter. They interact well with visitors and initiate a game of 'Peek-a-boo'.

Children's social skills are developing well as they learn about the wider world and to cooperate and share with other children at the local toddler group, where they meet others and enjoy group singing sessions. Children confidently explore the well-presented resources and they make their own decisions about their play, as they become active learners. For instance, young children enjoy playing with the dolls and try to fit a small hat on a doll before seeing if it fits on their own head. As the childminder knows each child's interests and capabilities well, she is able to offer them enjoyable and challenging experiences, which she specifically tailors to their needs and abilities. She adapts craft activities, such as painting, so that each child benefits from the experience.

The childminder has a good awareness of health and safety. Children's health and physical development benefits from daily exercise in the fresh air and the childminder includes periods of rest and relaxation within the daily routine. They enjoy a good range of outings and trips in the local area. For instance, children visit a farm to see the animals and hear the sounds they make, which they enjoy copying. The children are beginning to understand about keeping themselves safe on outings and the importance of holding hands and road safety. However, as young children do not practise the evacuation procedures that are in place for the home, they are unaware of what to do in an emergency. Children receive a good variety of healthy, nutritious meals each day and drinks are always readily available. The childminder caters well for any dietary requirements and she works closely with parents to ensure that she meets each child's eating preferences. Children sit together, securely fastened into booster seats or highchairs, to enjoy their food, promoting a friendly, family environment.

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	3

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	3
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	3
The effectiveness of partnerships	3
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
--	---

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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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

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
--	-----