

Inspection report for early years provision

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Inspection date	27/02/2012
Inspector	Dianne Andrews
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 2001. She lives with her husband in the village of Utkinton in Tarporley. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register to care for six children at any one time, three of these, may be in the early years age group. There are currently six children in the early years age range on roll. The childminder is also registered on 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.

Children's individuality is recognised and nurtured by the childminder, who has an informed knowledge of their backgrounds, interests and capabilities. This enables all children to make good progress in their learning and development, although, systems to support the education programme are in their infancy. There is a friendly, working relationship with parents. Effective procedures in place help to keep them well-informed about their children's care. Arrangements to promote children's welfare are implemented effectively in a caring, homely and secure environment. The childminder is committed to the continuous provision of a childminding service that is sensitive and responsive to the future needs of the children she cares for.

What steps need to be taken to improve provision further?

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- record the names of visitors to the premises, their times of arrival and departure and the purpose of their visit.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge of how to deal with safeguarding issues is secure, with all the required documentation in place. Parents are invited to read the associated policy. The childminder has attended training to refresh and keep abreast of changes on safeguarding matters and clearly understands the importance of protecting the children in her care. All people living or working in the household aged over 16 years are known to Ofsted to ensure appropriate checks are completed to confirm their suitability. The childminder checks the identity of

visitors to the home. However, a record is not maintained showing details of their visits to fully promote children's well-being.

The childminder is vigilant and supervises children effectively, in the premises, in the garden and when on outings. Risk assessments demonstrate how hazards are minimised. The childminder organises appropriate documentation, which she takes with her when she is away from the home to enable her to act swiftly in an emergency.

The welcoming, rich and varied environment plays a key role in supporting children's learning. It is utilised very well to provide children with choices about where and with what they wish to play. Space within the playroom, messy room and rest room is organised exceptionally well to effectively meet the needs and individual requirements of the children attending. Older children help develop the environment as they create 'dens' under the stairs and in the corner of the playroom using curtains and cushions. The flexible planning develops through the interests and play-preferences of the children and ensures that they benefit from a suitable balance of child-led and adult-initiated activities that sustain their interest. However, the information gained through making observations of children's achievements is not being used consistently to inform plans for activities, to ensure their progression in all areas.

Children are cared for in accordance with their parents' wishes. The childminder takes time to accumulate information relating to children's individual needs, likes and dislikes. Thus, ensuring consistency and continuity between home and the minding environment. Parents receive information about their child on a daily basis and this helps to sustain good relationships. Parents have access to eye-catching displays of children's work, images of children at play and information about the childminder's registration, so that they know how the setting operates. The childminder works collaboratively with other settings children attend, to promote consistency in their learning. Children's good health is admirably promoted through the provision of nutritious, freshly prepared meals and snacks. The childminder, for instance, makes her own bread and ice cream, so that she can be sure about the health value of the ingredients.

The childminder demonstrates a genuine enjoyment of her work and a commitment to continuous improvement. She makes very good use of the knowledge she gains through attendance at training to enhance her practice. She puts the promotion of equality of opportunity at the heart of her provision; as a result of training about how boys can best be supported in their early years, she has adapted the resources she has available and the way she responds to their energetic play.

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

Children build their confidence while taking part in activities they enjoy. They happily explore the child-friendly play environment. They develop their mobility skills as they toddle or crawl, pulling themselves up to a standing position. They

admire the world from this new perspective. The childminder knows the children well, giving support where necessary. For instance, to encourage walking skills, the childminder holds a child's hands to give them the reassurance they need or offers a baby-walker to promote their independence. Children develop an excellent awareness of what constitutes healthy eating. They discover about the varieties of fruit and vegetables available and are encouraged to include these in their diets. Cooking activities further develop their knowledge, skills and enjoyment in this area.

Children relish opportunities to use mathematical concepts in their play, for instance, they recite numbers and begin to sort and count objects as they build towers with stacking cups. Their communication skills are encouraged through constant discussions with their childminder. She models words and repeats and reinforces words she hears children say. Children choose books from an accessible and particularly well-stocked, attractive book shelf. They enjoy looking at the illustrations and sharing the stories, beginning to recognise that text has meaning. Children's creative skills are encouraged through interesting opportunities. They mould the trunk and branches of an autumnal tree from recycled materials, attaching leaves they have collected from the garden. Framed pictures of textured paint creations are given prominence in the playroom and encourage a sense of pride and of belonging.

The highly stimulating environment fully reflects the children's backgrounds and the wider community. The resources are very effective in introducing aspects of diversity and the wider world. Wall displays show examples of children's exploration of cultural festivals, such as Chinese New Year. The children learn about the experiences of a sponsored child who lives in Africa. They discover facts about their life through letters and photographs received by the childminder, which are developed into an interesting and informative booklet.

Children form extremely secure attachments, which contribute to their self-esteem and emotional well-being. The childminder is an excellent role model, helping children to learn right from wrong and to become caring, tolerant individuals. Children learn to play together, to socialise, to share and to respect others. As a consequence, they become active and inquisitive learners. The childminder helps them to develop skills for the future and to prepare for the transition into school. Children learn to be conscious of their own safety as they practise emergency evacuation drills and to protect themselves from harm as they discuss stranger danger. The youngest children demonstrate their feelings of security as, for instance, they settle quickly for rest after snack time.

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	1
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	1
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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