

Inspection report for early years provision

Unique reference number	314791
Inspection date	26/03/2012
Inspector	Mary Henderson
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.

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 1995. She lives with her husband and their adult daughter in a house in Warrington, Cheshire. The whole ground floor of the house is used for childminding purposes and there is a bathroom for children's use on the first floor. There is an enclosed garden for children's outdoor play. The family has a pet dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. There are currently three children on roll within the early years age range. The childminder supports children with special educational needs and/or disabilities and children who have English as an additional language.

The childminder receives support from the local authority. She is a member of the National Childminding Association and she holds a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder develops strong relationships with the children and their parents. Communications with other providers of the Early Years Foundation Stage are also strong. Most systems for self-evaluation are in place and the childminder's capacity to make further improvement is good. Most systems to identify children's starting points and to support their learning are in place. The childminder ensures children's access to a range of interesting resources and activities, most of which meet their learning and development needs.

What steps need to be taken to improve provision further?

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

- ensure parents are fully included in the identification of their child's starting points across all areas of their learning and development
- promote older and more able children's interest in information and communication technology to support their learning
- ensure parents are fully included in the self-evaluation processes of the setting.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted as risk assessments are undertaken and include all indoor and outdoor areas and all outings involving the children. Children are

safeguarded because the childminder has a good understanding of the policies and procedures to be followed in the event of a concern about a child in her care. All adults are suitably checked and vetted to ensure they are safe and suitable to be in contact with children.

There are positive relationships between the childminder and the children and their parents. Relationships with other providers of the Early Years Foundation Stage are fostered well which promotes inclusion and consistency. The childminder makes good use of all available space to ensure children can easily access the broad range of resources. This, and observations and planning, ensures the childminder can support all children to help them progress well across all areas of their learning and development. However, parents are not yet fully included in the identification of their child's starting points across all areas of their learning and development.

The childminder has a good understanding of and a strong commitment to supporting children with special educational needs and/or disabilities. The self-evaluation systems in place include input from the children. However, the systems do not yet fully include all parents. Engagement with parents is good. There is verbal and written two-way exchange of information to ensure each child's needs are met. Parents have free access to the policies of the setting and their child's learning and development files at all times.

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

Children are beginning to find out about their environment, identifying features and noticing the natural world. They enjoy visiting places of interest including Stockley Working Farm where they ride on the tractor with the childminder and feed the lambs before settling down for a picnic with their peers. Children also like to visit Chester Zoo and talk about the wild animals and their habitats. During their nature walks, children talk about the birds and insects they see around them, notice the changing seasons and talk about growth and decay as they look at the plant life and trees. To extend children's physical development the childminder takes them to Lillies Attick where they jump, climb and balance on the variety of soft play equipment and have fun times with their peers. Children's physical development is further fostered as they like to ride their trikes and chase one another around on the grass. Positive relationships are developed as the children regularly meet up with friends at the toddler group where they learn to share and turn take during large group time.

Children's interest in a healthy lifestyle is fostered as they talk about the importance of washing the germs off their hands during everyday routines. They also chat about which foods are good or not so good for them during meal times. They learn about healthy practices through stories and other discussions with the childminder. The children learn about personal safety while on outings as they learn to cross the road safely under the close supervision of the childminder. They further their understanding of personal safety as they practise the fire evacuation procedures with their peers and the childminder on a regular basis.

The children are beginning to show they feel safe and secure in their environment as they interact positively with one another and the childminder, seeking assistance with their activities. They are beginning to be confident and choose freely from the broad range of resources that are suitable for their stage of development and current interests and are easily accessible in their play areas. The children show a high regard to the childminder and their peers and are happy to play cooperatively with one another during shared activities.

Children problem solve as they build using construction toys and put together puzzles with one another and the childminder. During planned activities and child-initiated play times children use paints and crayons to make marks and create their own pictures. Their sense of belonging is fostered well because their art work is displayed for them in their play areas. The children like to be involved in a range of creative activities such as painting, cutting and gluing and playing with dolls and small world people in the home corner. The range of resources available fosters children's interest in most areas, however, resources to foster their interest in information communication technology are currently limited.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They find out about their local environment and play with a broad range of resources that reflect positive images of diversity including positive images of those with disabilities. They explore various festivals around the calendar year through food tasting, stories and art work.

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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