

Inspection report for early years provision

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Inspection date	20/03/2012
Inspector	Andrea McGanity
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 2006. She lives in the Weston area of Runcorn, with her husband. The childminder also has an assistant working with her. The whole of the house is used for childminding apart from the front bedroom on the first floor. There is a secure fully enclosed yard for outdoor play. The family has keeps pigeons and chickens.

The childminder is registered to care for a maximum of four children under eight years, of whom no more than three may be in the early years age range. There are currently five children on roll, of these; four children are within the early years age group. When working with an assistant at the premises, they are registered to care for a maximum of eight children under eight years. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She is supported by her local authority. The childminder walks to the local school to take and collect the children or takes them to places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an excellent environment in which children's welfare, learning and development needs are well met. Consequently, they are settled, confident and have a very good sense of security and belonging. Effective partnership with parents and other providers promotes continuity in children's care, learning and development. Overall, documentation is used successfully to support children's welfare. The childminder is keen to develop her knowledge and skills and has effective systems in place which means the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- review the times that the fire drill is carried to ensure that all children are able to practise and take part.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well as the childminder and her assistant have a secure awareness of safeguarding procedures. They have a clear understanding of their roles and responsibilities and refer to the childminders written policy and

published guidelines. This helps to ensure prompt action is taken should they have a concern about a child's welfare. Frequent risk assessments of the premises, resources and for every day outings, such as walks in the local park ensure that children are kept safe. The childminder maintains children's records accurately and shares these with parents, such as for accidents. A very good variety of written policies are in place, reviewed regularly and work appropriately in practice. This supports children's welfare.

The childminder's home environment is arranged to richly promote children's progression towards the early learning goals. Resources are exceptionally well organised and accessible in the living room and dining room enabling children to make independent choices about their play. The childminder supplements her home-based provision by taking minded children out to the local toddler groups. They can join in organised activities with a wider group of children. The childminder and her assistant have a good understanding of anti-discrimination and this means that they provide a service which is inclusive for all children and their families. They encourage children to recognise differences, offering them information about other ways of life and encouraging them to respect diversity.

The childminder uses self-evaluation as an ongoing document to identify her strengths effectively. She actively seeks parents' views and contributions, which she uses well to improve her practice. For example, she now provides a web site that compliments the service she provides. All previous recommendations have been addressed. For example, she has now fitted a chain on the front door to ensure children play in a safe and secure environment. The childminder regularly attends meetings to keep up-to-date with legislation and good practice, to ensure continuous improvement. She ensures that her assistant is clear about her role through thorough induction procedures.

Effective, secure relationships are established with parents. They are provided with detailed information about the service the childminder provides and receive daily verbal and written feedback about events in their child's day. She keeps them up-to-date with their child's progress, development and upcoming events that their children will be involved in and through monthly newsletters. Parents write comments, such as 'you have exceeded our expectations' and 'I felt happy knowing my child was safe and secure in your care'. The childminder establishes good partnerships with other providers to support children's achievements and well-being effectively.

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

Children are extremely comfortable in this welcoming and friendly home environment. The childminder is very attentive to their individual needs and allows children freedom of choice, providing a good balance of play opportunities. Children respond warmly towards the childminder. The routine is well organised, helping children to feel safe and secure. Children are learning from an early age about safe practices, because the childminder reminds them to hold onto the hand rail when coming down the stairs, and the importance of how to cross the road

safely. Children say 'you look that way then that way before crossing the road'. Children also practise the fire evacuation procedure. However, the time it is practised is not varied so not all children have the opportunity to take part. So not all children fully understand what to do if the need to evacuate occurs.

The childminder is an excellent role model for the children. She shows genuine respect in what they do and in response to their actions. This gives them high levels of self-esteem through the warm praise and encouragement. All children engage in a wide range of activities and experiences, which helps them to value diversity and learn about other cultures and beliefs. For example, they celebrate St David's Day and make dragons, or on Burns Day they taste haggis at lunchtime. The childminder is confident in her approach to ensure that every child achieves and makes good progress. Well-managed observations and assessments are regularly completed and include photographs of the children at their play. These are recorded in the children's learning journals. Clear evidence identifies children's next steps and ensures they make continuous progress in the six areas of learning.

Children enjoy a good balance of indoor and outdoor play and the yard is used regularly to promote positive outcomes for children. For example, children collect the eggs from the chickens and excitedly guess how many there may be. They are encouraged to plant seeds and check to see if the shoots are showing, counting how many there are. Children frequently visit the local parks which all offer differing ranges of equipment and experiences. They enjoy excursions to the museum or Norton Priory. At Norton Priory they work with the ranger to look for signs of spring and match what they find on a sheet of paper. Creative play is ongoing as children create pictures with paint, and enjoy lots of 'messy play' activities. They collect natural materials on their walks and examine the real bird nest which creates an opportunity for discussions about birds. They make their own pictures and describe that birds have two legs and a beak. Communication and language is fostered positively through access to books. Children visit the library and collect books based on the monthly theme which is currently 'signs of spring'. They enthusiastically look at the pictures and talk to the childminder about what they see. The activities, resources and outings combine to provide children with many sustainable skills for the future.

Children develop an understanding of good hygiene routines as they wash their hands during the day and the childminder ensures that she cleans the children's hands and faces with wipes after eating. Children enjoy mealtimes and they sit together with the childminder and assistant. Children are given a choice of what they want to eat and their dietary needs are catered for. They have access to fresh drinking water which ensures they are hydrated. Children develop a good awareness of the importance of being active and needing to rest.

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	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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