

Inspection report for early years provision

Unique reference number	EY437577
Inspection date	09/05/2012
Inspector	Emily Wheeldon

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 2011. She lives with her two children aged two and four years old in Ashton-on-Mersey, Cheshire. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of whom may be in the early years age range and of whom, one may be under one year old. She is currently minding one child in this age group. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder holds a National Diploma in Childhood Studies. She is a member of the National Childminding Association. She is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and are happy and engaged in this inclusive setting. Stimulating activities are based around the interests of the children and themes are incorporated in play and introduced at different times of the year. Overall, resources are good and meet the needs of children. Links with parents, carers and other providers are strong and ensure good continuity of care. The childminder effectively engages in self-evaluation and is committed to continually improving her practice.

What steps need to be taken to improve provision further?

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

- improve resources and activities to nurture children's understanding and respect for their own needs, views, cultures and beliefs and those of other people
- provide further opportunities for children to investigate objects and materials by using all of their senses as appropriate.

The effectiveness of leadership and management of the early years provision

The childminder is very aware of her duty to safeguard children. She has a good understanding of safeguarding policies and procedures and knows the signs and symptoms of abuse. She knows who to contact should she be concerned about the welfare of a child. Children are supervised well at all times. Unauthorised persons are unable to gain access to the premises and a visitor record is obtained to ensure

that children are protected. To further ensure children's safety, risk assessments have been conducted for all aspects of the premises and for each specific outing. All the required documentation to meet the welfare requirements is well maintained to ensure the smooth running of the setting.

The childminder has a comprehensive knowledge of the Early Years Foundation Stage because of her wide experience of working in different early years settings. She applies this knowledge very well to support all children's learning and development. Good quality resources are organised in effective ways and cover the six areas of learning. This means that children can make their own choices in their play and become independent learners. Equality and diversity is promoted in the setting as the childminder plans activities around different cultures and festivals, such as Easter. However, multi-cultural resources are less developed. As a result, opportunities for children to learn about the cultures and beliefs of other people are not explored fully.

The childminder demonstrates a strong commitment to continuous improvement. For example, through more training about child development and planning. She meets with other childminders in the area and appreciates the support she receives from the local authority. Parents and carers are provided with good quality information about their child's progress through daily conversations, learning journeys and tracking sheets. Although, there are no children on roll who attend other early years settings, the childminder is committed to ensuring continuity of care in their learning. She has effective systems in place to ensure children with special educational needs and/or disabilities are met.

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

Children are happy and feel secure in this friendly and stimulating setting. The childminder has a comprehensive knowledge of the needs and interests of the children in her care. For example, through discussion, she demonstrates accurate and detailed knowledge about children's interests in filling and emptying containers. Observations are effective in recording children's learning. The childminder uses these well to inform her planning of the next steps in their learning and development. As a result, children make good progress towards the early learning goals. There is a good balance of adult-led and child-initiated activities and free-flow play between the indoors and outside. Thus, enabling uninterrupted play.

Children are confident, well behaved and caring towards others. For example, children offer to collect the inspector's shoes from the hallway, so that her feet 'don't get wet in the garden'. A love of books is fostered at an early age. Babies are encouraged to press buttons to make noises and open flaps to reveal pictures underneath. Young children also learn about information and communication technology through programs on laptops and light up toys. These positive experiences encourage children to gain effective skills for the future. Opportunities for children to develop their problem solving, reasoning and numeracy skills are

incorporated through play. For instance, children try and figure out which size lid goes with which pot of play dough and then shout 'it fits.'

Physical skills are promoted in many different ways. For example, children enjoy jumping on the trampoline and babies are given the freedom to explore their environment by toddling or crawling. Children investigate materials using their senses as appropriate. For instance, they feel the texture of sand with their fingers and babies explore 'gloop'. However, further opportunities for babies to develop their senses are less developed. This means that chances for them to maximise their learning and knowledge about different materials are not fully explored. Creative development is encouraged. For example, children enjoy taking part in singing and enthusiastically shake hand bells and play drums.

Children are cared for in a clean and safe environment. Healthy lifestyles are actively promoted through reinforcement of good hygiene habits. Nutritious snacks and home-cooked meals, such as fish pie are prepared and cooked by the childminder. Children know how to keep themselves safe and follow the rules about holding onto the pram when walking on the pavement.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met