

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY426468
<b>Inspection date</b>	30/07/2012
<b>Inspector</b>	Sue Birkenhead
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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. She lives with her husband and two children ages 12 and five years old. The family live in the Lymm area of Cheshire close to local facilities, schools and transport links. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outside play.

This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children under the age of eight years at any one time, of whom three may be in the early years age group. She is currently minding five children, three of whom are in the early years age range. Children are cared for on a part-time basis. She is a member of the National Childminding Association and holds a relevant childcare qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a welcoming environment where positive relationships enable them to grow in confidence and become active learners. The childminder has a secure understanding of the Early Years Foundation Stage and successfully supports children in making good progress in their learning. Individual needs are consistently met as generally effective systems contribute to the development of positive partnerships with parents and others. The childminder instigates links with other settings children attend to foster a complementary approach to the delivery of the learning and development requirements. The childminder demonstrates a positive commitment to continuous improvement and recognises the importance of self-evaluation.

## **What steps need to be taken to improve provision further?**

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

- improve current systems for linking children's individual next steps to the planning of activities
- develop procedures to enable parents to regularly contribute to their child's learning and development record.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a secure understanding of the signs and symptoms that may indicate abuse and is clear about the procedures for reporting any concerns as a result of specific training she has attended. She completes comprehensive risk assessments for her home and for any outings, and this, coupled with the use of

appropriate safety equipment helps to ensure risks are minimised. The childminder is well-organised, effectively maintaining records confidentially and collating essential information so that children's welfare is successfully promoted.

The childminder has a positive commitment to her role and is keen to promote the continuous development of her service. She has completed additional professional qualifications to develop her knowledge and skills. This promotes better outcomes for children. The childminder uses formal systems to self-evaluate and discusses practice issues with fellow childminder's to reflect and evaluate on her own setting and identify aspects for future development. Parents provide written references, which enables them to share their views about the childminding service and contribute to the childminder's reflective practice. Comments made are complimentary. They describe the childminder as 'fantastic', 'exceptionally warm and caring with children' and state that she is 'well-organised, provides an excellent range of interesting activities and always puts the needs of the children first'.

Information is regularly shared with parents. A daily diary provides them with an account of their child's well being and the activities they have taken part in. Children's learning journals are made available for parents to view but parent's do not yet contribute to this record on a regular basis. This hinders the childminder from obtaining a full view of what children can do at home. Consequently, this is an aspect for future development. Parents receive and sign copies of the childminder's written policies. This indicates that they are fully aware of her practice, including the action to be taken for any safeguarding issues. They are also well informed as to how to complain should there be any concerns. Where children in the early year's age group attend an additional setting, the childminder has taken the lead in encouraging a complementary approach to children's learning and development. This promotes continuity of care.

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

Children are happy and secure as they develop positive relationships within the childminder's care. A wide range of good quality resources are well deployed to support their independent learning. The childminder effectively interacts with children during play to extend and challenge their learning and enjoyment. She constantly engages in conversation and is responsive to children's suggestions, therefore supporting the development of their communication and language skills. Children's individual learning files contain written observations that are linked to the areas of learning and developmental milestones. An account of children's developmental starting points on entry to the setting is obtained from parents who complete the developmental tracker initially with the childminder. This provides a baseline to monitor the progress children make. The childminder then reviews children's progress every six months. The childminder has a planning document in place to ensure a range of activities are provided to meet children's needs. However, it is not always clear how their individual identified next steps in learning are taken forward.

Many worthwhile opportunities support the development of children's skills for the future. Children visit various local groups to mix with others, which contributes to the development of their social skills. Their interest in books is positively encouraged from a young age to effectively support the development of their early literacy skills. Books are easily accessible, and children select them for regular story times and also regularly visit the local library. Children actively begin to solve problems as they competently sort and match letters and words when completing puzzles. Through the self-registration system they begin to recognise letters that make up their own name. Children competently count the peas they make from play dough, counting up to 14 independently. They explore a variety of different media to express their creativity, including recycled materials, paints, and collage items.

Positive opportunities for children to learn about the wider world are incorporated into planned activities to promote their understanding of diversity within our society. For example, they celebrate Chinese New Year by making lanterns and tasting different foods. During the Jewish festival a visitor shares his expertise and the childminder makes them aware of differences in their own and the Indian culture as they complete an associated puzzle. Children engage in a range of experiences to promote the development of their physical skills and general wellbeing. These include trips to the park to play on apparatus that encourages their balance and coordination and regular access to the childminder's garden. Children are introduced to basic technology as they use interactive computerised games, which include the 'art studio' where they can design their own pictures. They explore their reasoning skills as they use magnets and excitedly test out what they will stick to around the room.

The childminder provides a healthy balanced diet for children, which includes fresh fruit and homemade meals with treats given in moderation. Children indicate they feel safe as they are happy to play independently, leave the childminder's side to explore, and turn to her for support as required. They learn about stranger danger during discussion, practise the emergency evacuation regularly, learn about road safety during outings and know to handle scissors 'carefully'. The childminder uses positive techniques for the management of children's behaviour. She regularly praises their achievements and provides stickers as rewards to support the development of their confidence and self-esteem. Consequently, they behave very well. Within the daily routine children develop a good understanding of personal health and hygiene from a young age, which includes cleaning their hands before meals as well as after using the toilet independently.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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](http://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
--	-----