

Inspection report for early years provision

Unique reference number	315208
Inspection date	24/01/2011
Inspector	Michele Villiers

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 1996. She lives with her husband, two adult children and a child aged thirteen in Warrington, Cheshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two pet cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently six children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder holds a qualification in childcare and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children progress well in their learning and development because of the good support given and the provision of interesting activities. The home is welcoming and children access a wide range of toys and resources in an inclusive environment. The childminder recognises and values the uniqueness of each child and has introduced some systems to evidence the monitoring of their progress. All health and safety measures are in place and the childminder demonstrates a commitment to continuous improvement. She works closely with parents and other provisions that children attend to ensure good continuity of care.

What steps need to be taken to improve provision further?

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

- build on observational assessments of each child's achievements and use these to identify their next steps and ensure relevant and motivating learning experiences are provided that meet each child's needs.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and child protection issues and has comprehensively written policies and procedures to share with parents. Written risk assessments help to identify any potential hazards within the home, and checks are carried out prior to outings. The childminder sets high standards and the clean and well maintained home helps to prevent the spread of infection.

The children play in a relaxed and welcoming family environment and benefit from having a designated playroom. Toys and resources are deployed well enabling children to independently make choices. They develop skills for the future through challenging and interesting activities. Parents are kept very well informed about the provision and their child's progress. They receive regular newsletters and written day books on their child's routine and activity events. Questionnaires evidence the parents' satisfaction and provide them with opportunities to voice their views and ideas.

The recommendation from the last inspection has been successfully met and the childminder has removed, or made inaccessible to children, any hazardous items in the kitchen in order to safeguard them. The childminder regularly evaluates her provision and records her findings in a self-evaluation document, identifying possible areas for improvement.

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

The childminder has a good understanding of how children learn through play and uses every opportunity as a learning experience. She provides a good balance of activities linked to the children's interests, with regular outings and visits to local toddler groups. The children's individual needs are met well and the childminder ensures all children can participate in all activities. She uses observation to monitor the children's progress and records her findings in daily diaries and children's personal files. Through discussion the childminder demonstrates a good understanding of the children's abilities. However, documentation does not clearly link to the areas of learning and the planning of future activities to promote the children's next steps.

The children develop a strong sense of belonging, confidently exploring their environment, choosing toys and displaying their creative artwork. They demonstrate good concentration to complete tasks, and willingly take turns and share with their peers. Their communication, language and literacy skills are promoted well. Children initiate conversation and have many opportunities to mark-make whilst drawing and painting. They learn to write their name and enjoy looking at books, listening to stories and visiting the local library. The children's independence is very much encouraged and they practise zipping and buttoning up their coats and toileting themselves.

During play children become familiar with number and problem solving. They compare the size of small world play people and count how many will fit into the toy car. Number games and puzzles help children to recognise written numerals, and number rhymes reinforce their counting skills. Various toys reflecting positive images of race, culture, gender and disability help children become aware of the diverse world in which they live. They learn about their culture and the culture of others through activities and festivals. Outside, children learn about their environment and the seasons. They enjoy woodland walks and visits to the nature park. They become familiar with everyday technology as they play with various

programmable toys.

The children adopt healthy lifestyles and learn about personal hygiene. They know to wash their hands at appropriate times and have individual hand towels to minimise the risk of cross-infection. They learn about the importance of eating fruit and vegetables and play games using sticker charts, naming the healthy 'five-a-day' fruit and vegetables. The children become aware of their body and chart their growth on height charts. During play and on outings the children learn how to keep themselves safe. They develop a close relationship with the childminder and consequently feel secure.

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