

Inspection report for early years provision

Unique reference number	314919
Inspection date	11/05/2011
Inspector	Julie Firth

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 1989. She lives with her husband and two teenage children in Grappenhall an area of Warrington. Children have access to the ground floor which includes the conservatory, rear lounge and the kitchen area. There is a fully enclosed rear garden for outdoor play.

A maximum of six children under eight years may attend the setting. There are 13 children currently on roll who attend for different sessions, Of these, three are within the Early Years Foundation stage. At present the childminder is only caring for children out of school during term time and some holidays. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

She is supported by Warrington Sure Start development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes children's welfare and learning in a challenging fun way that provides a safe and inclusive environment. The children are happily engaged and occupied in a good range of play activities and experiences. Good systems are in place in relation to planning and assessment is ongoing to monitor children's progress. The childminder has a successful partnership with parents, they are consulted and involved and kept well informed of their children's daily routines, care and learning. Also, very positive links with the local school promote quality and continuity of education and care. The setting demonstrates a good capacity for continuous improvement and self-evaluation is effective to help monitor and review her practice.

What steps need to be taken to improve provision further?

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

- develop assessment systems to identify gaps in the children's learning and track ongoing progress.

The effectiveness of leadership and management of the early years provision

The childminder fully understands the policies and procedures of safeguarding children and keeps up to date with training. She has a good knowledge of the signs and symptoms of abuse and procedures to follow should she be concerned about a child's welfare. The childminder offers the children a structured session

where they can choose what they want to play with. Children know where to find resources to extend their play ideas and follow their own interests. Defined areas, such as writing and imaginary play in the large conservatory enables them to consolidate their learning before and after school. Workshops and regular training reflects well in her practice and planning of activities which promote good outcomes for children.

The childminder works well to promote a good inclusive environment for children, parents and carers. She is very committed and continually strives to offer a good service. Comprehensive documentation, policies and procedures are in place and copies are available to parents and discussed to ensure they are kept fully informed of her childcare.

She maintains an informative notice board, and parents constantly contribute to their children's learning. For example, during the summer holidays children bring in postcards and are encouraged to speak of their experiences when taking a holiday with their families. Furthermore, they receive news letters which keeps them up to date with events in her home. For example, she informs them of the recent refurbishment in her garden and how it will enhance outdoor play for children. The childminder has good systems in place to work with other schools to ensure they are able to complement the Early Years Foundation Stage provided by them. She works alongside the nursery teacher to implement the Early Years Foundation Stage and observes their planning to ensure continuity of care. Self-assessment procedures are in place to monitor and evaluate the provision which takes into consideration the views of parents and children.

Future plans for the service are well targeted. For example, her time is well organised and flexible to give the children full attention before and after their day at school.

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

The childminder has a good knowledge of the Early Years Framework, which enables her to meet the requirements well and promote outcomes for children. She uses the information she receives from parents to enable her to get to know the children. She observes children at play and identifies their suitable next steps in learning. She has a good understanding of how much progress each child is making. However, the tracking system is still in process of development and lacks detail in some areas of their learning. Children's individual journeys indicates them participating in interesting, fun and stimulating activities to help them learn through play.

The environment is bright and child friendly. She has developed a good range of accessible resources to help children to explore and investigate and fully promote diversity. Children learn about other countries and a young child of Chinese origin attending was keen to speak about his own culture to the other children. There are resources in the setting that promote equality and the childminder has worked hard since the recommendation was set at the last inspection to give children a

good awareness of diversity. There is a very strong emphasis on independence and children are encouraged to access their own drinks, dress themselves, tie shoe laces and tidy up by rolling up the rugs after a play session. Children are very confident to speak to visitors regarding the good times they have with the childminder.

A wealth of photographic documentation around shows the children have a great amount of opportunities to express their own thoughts and ideas using a variety of creative materials. They engage in crafts for the royal wedding and St Georges day. Furthermore, they enjoy dressing up and singing and dancing. Children look at different creatures which encourages further discussion as they draw an animal of their choice. A great strength of the setting is the friendship amongst the children, who interact very well with each other and the childminder. There is a strong ethos of older children helping the younger ones to settle and participate in the activities.

Children have good opportunities to see examples of everyday print and to learn that print has meaning throughout the setting. All toys are labelled and enable children to freely choose what they want to play with. They use language very well and are encouraged to make marks, recognise letters and use sounds. Children learn to count through planned activities and when walking home from school. Children's physical skills and coordination are developed very well as the childminder encourages and promotes outdoor play and exercise. They enjoy going to the park every evening on the way home from school. Furthermore they play well with each other in the childminder's garden, skipping, hopping and dancing.

Very good behaviour is displayed and the frequent use of praise helps children feel good about themselves. The childminder is a good role model to the children and speaks quietly to them. Children benefit from being cared for in a clean, warm and well-maintained setting. She uses bacterial spray to wipe down tables after messy play. Children are very well nourished and develop an awareness of healthy eating as a very well-balanced and nutritious diet is in place. The childminder has a very good understanding of children with an allergy as she respects parents' wishes at all times.

The premises are safe and secure, and both indoors and outside are subject to rigorous risk assessments to ensure that risks to children are minimised. Trips are well thought out to enable children to have fun in a safe environment. Children are involved in the regular fire drill and participate in a large variety of topics. When the children are out walking they wear high visibility jackets so that they are easily recognisable to the childminder.

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

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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