

Inspection report for early years provision

Unique reference number	310327
Inspection date	01/03/2011
Inspector	Sarah Williams
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, who is also a registered childminder, and one adult child. The family live in the Stretford area of Manchester, within walking distance of schools, parks and shops. The whole of the ground floor is used for childminding, which includes toilet facilities. There is a fully enclosed rear garden for outside play. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder may care for a maximum of six children at any one time. There are currently nine children on roll, four of whom are in the early years age range. With parental consent, children are taken to local community groups and the library. The childminder is a member of the National Childminding Association and the Trafford Childminding Network. She has completed the Developing childminding practice and extending childminding practice courses.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals, as the childminder provides a wide range of activities and play resources designed to promote all round development. Children's needs are well met and they are seen as unique individuals. The partnership with parents is strong and ensures an effective two-way flow of information is maintained. The childminder constantly evaluates and reflects on her practice and has a vision with a good understanding of how to target actions which will bring about improvement for all children.

What steps need to be taken to improve provision further?

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

- continue with plans to develop the outside play area to provide children with the full range of activities across the curriculum.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder is aware of her responsibilities and follows appropriate policies and procedures designed to protect children from harm or neglect. Children are kept safe and secure as thorough risk assessments are undertaken and any identified hazards are dealt with to ensure the home remains safe and child-friendly. The childminder has an excellent understanding of diversity and inclusion and meets all children's needs exceptionally well, for example, children whose first language is not English or who speak more than one language are very well supported both in the setting and when attending a variety of community groups. Books and resources, such as

stories from many cultures, enrich children's understanding of the wider world. Where it is identified that external help is required to ensure children reach their full potential, the childminder ensures this is in place and understands where to turn for support.

Partnerships with parents and carers are highly valued and seen as key to successful childminding arrangements. A settling-in period helps children to be introduced gradually to the new setting. Parents are overwhelmingly positive in their feedback, returning questionnaires when these are issued and praising the flexible approach and high standard of care their children receive.

The childminder is reflective and has started to develop formal self-evaluation to identify strengths and actions which will improve outcomes for children. Plans include developing the garden area to offer a full range of activities to children as free flow play. Recommendations from the previous inspection have been addressed, resulting in a safer and more comfortable environment for children.

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

Children can be seen to be making good progress in relation to their starting points. They choose what they would like to do and enjoy the activities and play opportunities provided. They are able to use imagination when playing, for example, with animals and small world play figures, or when dressing up and using the role play props such as dolls. The resources are set out at floor level, making them easy to access. Older children can ask for or select other items from the main storage area. The childminder is attentive to the younger children's needs, selecting suitable puzzles and toys which are safe and appropriate for their level of development. Children demonstrate that they feel safe and secure in the care of the childminder and respond well to her calm and friendly approach, for example at meal times. Children follow simple rules to help them stay safe, for example, they tidy away some toys before getting something else out and keep doorways clear whilst playing on the floor. All children who attend practice an evacuation plan so they know what to do in an emergency.

Children are given a balanced range of snacks, meals and drinks whilst in the care of the childminder. Most food is supplied by parents and safely stored until it is needed. Children take part in cooking activities and try new things when celebrating various festivals, such as noodles at Chinese New Year, helping to introduce them to some new tastes. Children are able to rest or enjoy a quiet time according to their needs and sleeping babies are monitored at all times. The outdoor play area is well equipped with bikes and a sand tray as well as smaller scale equipment. Children are beginning to learn about recycling and environmental issues. Children play outside when weather permits. A nearby park and playground provide alternative play and exercise options for children and they enjoy spotting squirrels and other wildlife on walks to and from school as part of the daily routine, whilst benefiting from the fresh air.

Children are clearly confident and feel at home as they play and learn at the

childminders'. They gain experience and important skills for the future by developing their literacy and numeracy skills through play and art and craft activities, as well as simple computer programs. Children enjoy recalling events and past activities such as face painting, playing with life size baby dolls and visits to a temporary city farm, aided by photographs within their individual 'learning journey'. The photographs, together with sensitive and detailed observations form the basis of a developmental record which is shared with parents and clearly charts achievements and next steps in learning. Younger children also have a daily diary charting their care plans and activities which parents are invited to contribute to, ensuring that everyone involved in the child's care is kept fully informed.

The childminder is proactive in establishing links for children attending other early years settings, such as a pre school or reception class, ensuring that any important information is shared and helping ensure continuity of care.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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