

Inspection report for early years provision

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Inspector	Ingrid Szczerban
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1998. She lives with her husband and two adult children in the Middleton area of Rochdale. The whole of the ground floor is used for childminding, with bathroom facilities on the first floor. There is an enclosed garden for outdoor play. The childminder takes and collects children from two local schools on alternate days. The family have three cats and a dog.

The childminder is registered to care for a maximum number of four children at any one time. She is currently minding five school-aged children on a part-time basis during term time and of these, one is in the early years age range. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good attention is given to meeting the individual learning and development needs of children. They take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are very much valued and respected as individuals. There are very effective systems in place to promote the welfare needs of children. Good relationships with parents are established and basic links are made with teachers in school. The childminder assesses the effectiveness of the setting well and areas for improvement are accurately identified. A good capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- develop further the links with the teachers at school to compliment children's learning between the settings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. All adults in the home have appropriate checks and the childminder has a clear understanding of how to report any concerns she may have about children. Comprehensive, written risk assessments are effectively implemented by the childminder, to ensure that children are kept from harm. For example, locks are fitted on the kitchen cupboards and drawers where harmful items are kept. The childminder holds a current first aid certificate and seeks all required written consents from parents. The home is clean, warm and well maintained. Individual towels are provided for children in the bathroom, to prevent

the risk of any cross infections. A clear sickness policy is implemented. Toys are very well organised for children so that they can access appropriate resources safely and independently. This results in children being autonomous and self-assured in the childminder's home.

The childminder manages her provision well. She uses effective means to evaluate and improve the service she provides. For example, she has completed further training courses, including the Early Years Foundation Stage, autism and deaf awareness. The recommendation made at the last inspection is fully implemented. Snacks offered to children after school are healthy and include fresh fruit. Since the last inspection, many new toys have been bought for the children, including board games, console games and numerous additional art and craft materials. The childminder seeks the views of parents in questionnaires and she uses her observations of children to plan activities that they enjoy.

Relationships with parents are good. The childminder gathers information from parents prior to admission, enabling her to effectively meet individual children's needs and to help with settling-in. There are good systems in place for progressing learning between the childminder's setting and home. Parents are informed of their child's daily activities verbally and they have access to their child's development file. The childminder communicates sensitive information to parents by text or telephone and so maintains confidentiality and preserves children's dignity. In questionnaires, parents confirm their satisfaction with the service, their comments about the childminder include, "for seven years you have cared for my daughter, that would not have happened if I didn't have the highest regard for the care you provide." The childminder has established basic links with the school where children attend, to begin to compliment learning between settings.

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

The children make good progress in their learning and development. The six learning areas are consistently covered in the records made by the childminder, these include, what children are interested in and what they are learning. Detailed information is gathered from parents before children start, so that suitable activities are planned. The plans of activities are informed by asking and observing children to reflect the direction that they wish to take, thereby, sustaining their interest and promoting children's self-esteem and creative ideas. The childminder knows that they love craft activities so she makes a variety of materials available for them to use, such as, paints and brushes.

Highly effective practices are employed to ensure that children learn how to keep themselves safe. When a child was reluctant to hold hands crossing the road after school, the childminder decided to have a quiet talk with the parents and the lollipop lady. She organised a suitable time for the children to have a safety talk with the lollipop lady and now children comply enthusiastically with the road safety routine.

Active lifestyles are promoted well. Children learn to run, climb, jump, balance,

throw and kick, as they use equipment in the park after school. So they build good muscle tone, stamina and learn what their bodies can do. Healthy snacks are provided by the childminder, such as, drinks and fruit.

Children get on well together and are well mannered and well behaved. The children are happy and settled with their childminder who provides praise, encouragement and good support for them as they play. She talks to them about what they have done in school and past events. This encourages children's communication and memory skills. Children like to do 'dot to dot' puzzles, this helps them to problem solve and to recognise numerals.

The children learn well about the world around them. The childminder organises activities around festivals, such as, Chinese New Year. She encourages children to value their own culture, as well as those of others, by inviting them to show her how splendid they look dressed in their brightly coloured clothes for Muslim celebrations.

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	3
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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