

Inspection report for early years provision

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Inspection date	07/02/2011
Inspector	Jacqueline Nation
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 1991. She lives with her husband and two adult children in Prestwich, Manchester. The whole ground floor of the property is used for childminding. First floor rooms are not used, except for the bathroom. There is a fully enclosed garden available for outdoor play. Local shops, parks and schools are within walking distance. The childminder is able to take and collect children from local schools.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time. Currently there are four children on roll, two of whom are in the early years age range. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This experienced childminder provides good opportunities for children to learn and develop within the Early Years Foundation Stage. Children are happy and relaxed as they learn through play in this welcoming and inclusive environment. Children's welfare is promoted and the childminder has developed good partnerships with parents and carers to ensure continuity of care and learning. The childminder shows a capacity to maintain continuous improvement by reflecting on her practice and she has given some consideration to developing the system for self-evaluation.

What steps need to be taken to improve provision further?

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

- improve the use of information gained from observations to identify children's next steps in their learning and ensure they move forward at a pace suitable to their individual needs
- update the record of risk assessment to include any assessments of risks for outings
- develop further the quality improvement processes to monitor and evaluate the strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear commitment to safeguarding children. She has a good understanding of the Local Safeguarding Children Board procedures and shares her role and responsibility with parents. The childminder is vigilant with regard to safety issues and conducts risk assessments for the home and garden. She has appropriate safety and fire detection equipment in place to minimise potential risks to children. Whilst the childminder is vigilant when taking children outdoors, she has yet to update her risk assessment to include the places she visits with the children, to further ensure their safety while on outings. The childminder maintains organised and effective recording systems with regard to the children's attendance, medication and accidents to ensure their welfare is promoted and their needs are met. All records are stored to maintain confidentiality.

Children are happy and relaxed as the childminder offers warm, affectionate care that supports their welfare and learning. Good quality interaction and well-established routines help children to become secure and confident in the childminder's home. She gives good attention to children's individual needs with regards to play and time for relaxation. It is evident that the childminder clearly enjoys the children's company and they approach her with ease to ask questions and make their needs known. Toys and resources are easily accessible to children, and a range of interesting posters, photographs and children's art work are displayed on the walls making the room interesting and welcoming. The childminder is committed to ensuring the provision is inclusive for all families. She has a clear understanding of how she would support children with specific needs by working closely with parents and outside agencies. Children are encouraged to develop their understanding of the wider society and play with a range of positive images resources. The childminder also displays a range of lovely posters that represent a diverse society, entitled 'Equal chances to belong and feel valued'. Children take part in planned activities about different festivals and celebrations, for example, Chinese New Year and Shrove Tuesday.

Partnership with parents and carers is successful and valued by the childminder. Parents receive clear and detailed information, through a wide range of written policies and procedures. The childminder gathers information from parents before the placement starts and records details about their child's individual needs, using an 'all about me' form. This ensures the childminder has a good understanding about children's individual needs and parents preferences. The childminder makes sure parents and carers are kept informed about their child's day and achievements through the use of a daily diary. This outlines their child's day, care routines and activities. The childminder is experienced and established in the local community and recognises the importance of working with other providers of the Early Years Foundation Stage to support children's continuity of care and learning.

The childminder demonstrates a commitment to ongoing improvement and has implemented the recommendation from the last inspection. She has developed her safeguarding policy and devised a complaints procedure which is shared with parents. The childminder is fully committed to developing and improving the

quality of her service through ongoing training to enhance her skills and knowledge. She is currently completing a National Vocational Qualification Level 3 in Children's Care, Learning and Development and has attended several training courses including, disability awareness, first aid and food hygiene. Consideration has been given to the self-evaluation process, although, the childminder has yet to put a system in place to monitor and evaluate the setting, in order to identify her strengths and any areas for improvement.

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

Children make good progress in the Early Years Foundation Stage towards the early learning goals. The childminder has a good understanding of child development and how to help children make progress and enjoy their learning. When planning activities and outings the childminder successfully integrates her knowledge of children's individual interests and play preferences. For example, they frequently explore the local environment where they learn about the community around them and children love to watch diggers at work on a building site. The childminder has introduced a system to observe and assess children's progress which incorporates their starting points in their learning. Details of their progress are recorded in individual observation folders which include a delightful range of photographs which show children's enjoyment and achievement. However, there is scope for improving how the information gained from observations are used to plan the next steps in children's learning, to ensure they move on at a pace suitable to their individual needs.

The childminder is a good role model and children benefit from her enthusiasm and commitment to providing fun and entertaining experiences. The childminder has a good understanding of how children learn through play and recognises the learning opportunities in everyday activities. For example, by visiting the library and local stay and play session's children have opportunities to develop social skills and confidence. Children enjoy visits to the park and use more challenging equipment in order to refine their climbing and balancing skills and they are able to observe animals, such as, goats, pigs and chickens. Children's communication skills are developing well, they like to listen to stories and sing nursery rhymes and there are good opportunities for children to develop their mark making skills using felt pens, gloop and paint. Children's problem solving skills are encouraged as they play with a variety of puzzles, shape sorters and building bricks. Children play with a good range of resources to develop their imagination and creativity. The childminder skilfully creates small world scenarios based on children's interests which they thoroughly enjoy, such as, a construction site using a range of vehicles, small stones, buildings and play figures. Children make cards for special occasions, they like to paint, manipulate dough and pretend to cook food in the play kitchen. The provision for children's physical development is good and they have access to a wide range of resources in the garden. For example, they explore the properties of sand and water, play on a trampoline, and ride on bikes and scooters. Overall, children have good opportunities to develop skills to support their future learning.

Children's behaviour is sensitively managed and the childminder gives children meaningful praise and encouragement to enhance their confidence and self-esteem. The childminder encourages children to play together safely, be nice to each other and take turns. Children are learning to keep themselves safe and they practise the emergency evacuation procedure. The childminder talks to children about road safety whilst on outings and she uses reins when required to further ensure children's safety. Children are encouraged to think about safe play while indoors, for example, by helping to tidy away toys to prevent trip hazards. Children's welfare needs are supported effectively. The childminder has appropriate parental consent in place for seeking emergency medical advice or treatment, she has completed first aid training and a first aid box is easily accessible. Children adopt good personal hygiene routines and wash their hands at appropriate times during the day. Children's dietary needs are met as the childminder ascertains relevant information relating to their individual daily requirements. Freshly cooked lunches are provided and children learn about the benefits of healthy eating. Fresh fruit is always available and regular drinks are provided to ensure children remain hydrated throughout the day.

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