

Inspection report for early years provision

Unique reference number	318351
Inspection date	05/05/2009
Inspector	Lynda, Margaret Ronan
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1996. She lives with her husband and child aged fifteen in Stretford a suburb of Greater Manchester. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a fully enclosed rear garden available for outdoor play. The premises are not suitable for persons using wheel chairs.

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 group. The provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 11 children on roll all of whom attend on a part-time basis.

The childminder attends the local carer and toddler group regularly. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making good progress in their learning and development and their welfare is extremely well promoted. They are cared for in a safe, stimulating and inclusive environment where they are respected and valued as individuals. Good information is shared with parents and other professionals ensuring consistency of care. The childminder continuously self evaluates her provision to identify areas that can be further developed and is very committed to self development evidenced by her implementation of knowledge gained through very regular attendance at training.

What steps need to be taken to improve provision further?

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

- further promote children's educational progress by matching observations of children to the expectations of the early learning goals to provide systematic assessments of children

The leadership and management of the early years provision

The childminder has knowledge and understanding of the Early Years Foundation Stage document and uses it to improve the experience that she provides when caring for children. For example she is making clear links with what children know so that they are confident to take the next steps in learning. A poster about aeroplanes is surrounded by photographs of the children on holiday so that they can more easily relate to the transport topic. Children experience fun, first hand activities which provide opportunities for learning in all six areas of early learning.

The childminder uses self-evaluation as a tool to effectively plan the development of her service. She responds positively to recommendations from inspections and instigates effective changes making children safer and supporting them to appreciate differences.

Children are safeguarded as the childminder has a very clear understanding of the issues and procedures and every two years updates her training in this area. The childminder has a good understanding of the need to ensure only suitable adults have contact with children and she provides good written information to parents about how she keeps children safe.

The childminder has established very effective frameworks for communicating with other agencies, such as the local school, in order to ensure that children's learning and welfare needs are met. She works very effectively with parents, establishing children's starting points through a detailed and helpful document. There is good written information about how care is provided. The childminder uses a handover discussion at the start and end of each day to keep herself and parents informed. Parents are included in the planning of activities for their child, including setting specific next steps in learning, such as liaising on which colours to concentrate on learning next. The strong working partnerships between the childminder, parents and, where necessary, other agencies enhances children's progress. Parents comment that their children are excited to come to the setting, that children attending the setting are 'closely bonded and work fantastically well together' and that they appreciate the childminder's 'sense of fun with children' and the progress children make.

The quality and standards of the early years provision

Children develop a very good awareness of keeping themselves and others safe as they use plastic knives to cut fruit and discuss how it is sharp and they need to be careful, use hammers and screwdrivers safely and discuss the colours of traffic lights and what they mean and when they can safely cross the road. The childminder carries out very thorough risk assessments of her home which are recorded and each morning she completes a checklist to ensure a safe environment for children.

The childminder is very active in ensuring that children's good health is maintained in the setting. She gathers good quality information on children's individual health and development needs before children are cared for and uses this to provide appropriate care. Food is healthy, nutritious and takes account of children's individual likes and needs. Children choose what they eat and frequently discuss healthy options during baking and cooking sessions. Toddlers are clear and amused that the sausages in a shopping game are 'fat and they make you fat'. The childminder skilfully integrates understanding of keeping healthy into daily hygiene routines, role play and card game activities. Children enjoy outside activities in the garden they have constant access to sand, to a blackboard and to a wide variety of activities that support all areas of learning. Parents comment positively about the amount and quality of outside activity.

Children are very well behaved and are actively encouraged to respect everyone. All children are happy and involved in their learning as they have a choice of activities that are both child and adult-led. Children sing to themselves as they cook and iron in the role play area, completely relaxed in the setting. Children make effective progress in their development as they enjoy a wide range of activities and are positively enabled to make decisions and take turns as they play. The childminder is very skilled at bringing learning to wherever the children are, playing alongside them and extending their play through shared critical thought. Children are active learners as the childminder encourages them to explore the world around them, be it painting using a ball or discovering how an egg timer works. Children thoroughly enjoy the creative work they do using a wide variety of media. Books are everywhere in the childminder's home and toddlers are very comfortable with books as sources of stories, poems and as reference materials. The childminder challenges children to recall and reinforce their learning and sets realistic but challenging activities, however she does not assess their progress systematically or against the early learning goals so is unable to discern if children are making optimum progress.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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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