

Inspection report for early years provision

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Inspection date	04/02/2011
Inspector	Carys Millican
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 1997. She lives with her husband, three adult children and one child aged 12 years, in the Old Trafford area of Manchester. The whole of the ground floor is used for childminding. The washroom is available beside the conservatory. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered to care for a maximum of six children aged under eight years at any one time, no more than three of whom may be in the early years age range. There are currently three children on roll all of whom are in the early years age group. The childminder has use of a car to transport children on outings. The childminder supports a number of children with English as an additional language. The family have a cat.

The childminder holds a City and Guilds Certificate in Sessional Creche work. She is a member of the National Childminding Association and receives support from Trafford Sure Start. The childminder is registered on the Early Years Register and 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.

Overall the quality of the provision is good. The childminder has a number of years experience working with children and is a qualified, devoted, and thoughtful practitioner who gives her undivided attention to the children in her care to ensure their individual needs are well met. She has a positive, caring and motivated approach to looking after children and supporting families in an inclusive, safe and secure environment. Although most documents for the smooth and safe management of her practice are meticulously maintained, there is one breach made in the specific legal requirements of the Early Years Foundation Stage. The childminder provides a full range of activities which cover all areas of learning, which helps children to make excellent progress in their learning and development. Positive partnerships are established with parents who also contribute to the self-evaluation process undertaken by the childminder who shows a real commitment to improving outcomes for children in her care.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- complete risk assessment for each type of outing undertaken with the children (Safeguarding and promoting children's welfare) 18/02/2011

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

- obtain parental permission for children to take part in outings.

The effectiveness of leadership and management of the early years provision

Children settle easily and feel at ease in this fully inclusive, warm and welcoming environment. They feel safe and secure through the close supervision and the one-to-one care provided by the childminder, as they follow their regular routine. The childminder has an excellent understanding of her role and responsibilities in child protection matters and she is fully aware of her responsibility to safeguard children. Record keeping systems are in place to detail any accident, incident or existing injury, or the administering of medication to the children in her care. Children develop a good understanding of safety and how to keep themselves safe through the consistent health and safety practices promoted by the childminder. Children learn to hold hands when crossing the road and they regularly practise the fire evacuation procedure so they are aware of what to do in an emergency.

The childminder has collated a detailed set of written policies and procedures. She has a written safeguarding policy and a complaints policy which are made available for parents. Children are kept safe and secure on the premises. They are protected from potential hazards through detailed risk assessment and daily safety checks completed by the childminder. Risk assessments are in place for most of the outings undertaken by children. However, they are not in place for outings to the library or creche. Therefore, she is in breach in the specific legal requirements of the Early Years Foundation Stage. The childminder enables children to make choices and decisions in their play. She provides a wide range of toys and play activities that effectively contribute to children's individual development and learning.

Children are familiar with their surroundings and their daily routine is meticulously followed, therefore they are happy, relaxed and contented. The childminder positively engages with parents on arrival and collection. She shares a wealth of information with them about their child's day which is appreciated. Children benefit from this positive approach with parents who have a high regard for the service the childminder provides. They state how they are 'happy with regular chats' and how the childminder is 'reliable and flexible'. Initial meetings with parents ensure that the business arrangements and the individual care requirements for each child are discussed to ensure continuity of care. Most parental consents are obtained. However, written permission to take children on outings is missing. Although, at present children do not attend any other settings, the childminder is aware of the importance of making links with such provisions, so that she complements the learning taking place.

The childminder holds an early years qualification and regularly updates her own knowledge of early years practice by attending local authority courses and training sessions. The childminder is dedicated and committed to making improvements in

her practice by evaluating the service she provides. Questionnaires are completed by parents that contribute to this evaluation process. The previous recommendations raised at her last inspection have improved children's safety and have made a positive impact on their learning. She is fully aware of her strengths and areas of development. For example, she recognises her strength in helping children enjoy and achieve and is continuing to encourage parents to add comments in their children's progress books.

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

Children are effectively supported in their learning by this experienced early years practitioner. They enjoy themselves and have lots of fun as they help themselves to a wide range of accessible resources in the conservatory playroom. The childminder has an excellent understanding of the Early Years Foundation Stage and promotes active learning throughout children's play. She uses practical routines, everyday experiences and children's interests to ensure that all the areas of learning are covered during the day. Therefore, a good balance of adult-led and child-initiated activities are provided. Children are making excellent progress in their development. The childminder gathers vital information about children's starting points from parents, and completes detailed observations and assessments to determine how well children are progressing. The next steps in children's learning are identified to inform future practice and their progress is linked to the Early Years Foundation Stage guidance. The childminder has established 'Learning journey' record keeping folders for each child. These contain children's assessment records, photographs and examples of children's work. These are available for parents. The childminder encourages parents to contribute to these records. She explains to parents what their children have done each day so they can continue to help with their children's learning at home.

The childminder skilfully extends children's language and communication skills as they play. She has developed a close bond with the children in her care. They are well behaved and confident to ask for alternative toys and activities. Children use their physical skills to match the large floor jigsaw pieces together and recognise the numbers and colours in each piece. They construct a cube and pretend it is a dice as they roll it on the ground. Children enjoy listening to familiar stories and confidently join in and respond to the questions asked by the childminder as she skilfully extends their learning. The childminder joins in role play games supporting children's use of imagination. They pretend they are at the beach and all sit inside the pop up tent together. Children enjoy sensory activities and gain an understanding of the world. They access treasure baskets and manipulate modelling dough competently using a range of cutters and rolling pins. Children look for insects and slugs outside and follow up activities help them understand about nature and caring for the environment. There are play opportunities, resources, books and creative activities provided that help children learn about the difference and diversity of the world around them. The childminder encourages the use of different languages with the children speaking to them in English, Urdu and Punjabi. Children thrive on the childminder's positive behaviour management

strategies, encouragement and praise.

Children learn about essential health and hygiene practices. They understand why they should wash their hands after toileting themselves and how hand washing is important before eating their snack. Children are provided with a healthy, nutritious fruit snack and freshly prepared home made meal at lunchtime. The childminder ensures fresh drinking water is readily available and encourages children to pour their own drink. Resources and equipment are sturdy and safe, clean and well maintained. The childminder explains how she ensures children to get plenty of fresh air and exercise. They go for walks in the community including the local shops and park, and attend toddler groups where children socialise with others. Children play in the rear paved area outdoors where they can explore the natural environment in safety. They are gently reminded how to keep themselves safe both indoors and outdoors. For example, they are asked not to run in the kitchen and hold hands when out walking.

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