

Inspection report for early years provision

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Inspection date	02/03/2011
Inspector	Lindsay Dobson
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.

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Description of the childminding

The childminder has been registered since 1997. She lives with her family in a semi-detached house in Sale with shops, parks, pre-schools and schools within walking distance. The ground floor of the house is used for childminding purposes and consists of a through lounge and kitchen. Bathroom facilities are available on the first floor. There is a fully enclosed garden available for outside play and the family have a pet dog.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years at any one time. There are currently three children on roll, of whom two are in the early years age range.

The childminder has a Level 3 National Vocational Qualification in Childcare and attends local toddler and childminder groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe and warm environment for children and has developed close relationships with the children she cares for. They participate in a varied and interesting range of stimulating play experiences which allow them to make good progress in their learning and development. The childminder has good knowledge of children's individual needs due to regular consultation with parents. Systems to observe and assess children's progress are developing well. The childminder understands her strengths and weaknesses and is evaluating her practice to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- further extend self-evaluation processes by regularly seeking the views of parents
- develop further the systems used to record children's observation and assessment and ensure they are carried out on a regular basis.

The effectiveness of leadership and management of the early years provision

Children are well protected by the childminder who is safe and secure in her knowledge of child protection issues. She is confident on how to report concerns if necessary and has attended training in this area. Effective risk assessment systems are in place for both the home and outings. These identify hazards and ensure appropriate action is taken to minimise them and keep children safe. The

childminder has implemented an emergency escape plan which she regularly practises with the children. Therefore, they have a good understanding of how to keep themselves safe in an emergency situation. The childminder gives high priority to children's all-round safety by teaching them about road safety and stranger danger when away from the setting. Documentation, including parental permissions, registers and records which are required to support the childminder's practice are well maintained. The childminder shares her detailed range of well thought out policies and procedures with parents which underpin the good practice at the setting.

The childminder has built secure relationships with all her parents and ensures that they regularly communicate about their children. A detailed daily diary provides the parents of younger children with a good overview of their child's day and the activities they have participated in. Daily discussions, text messages and telephone calls enable the parents and childminder to work together to support the children's welfare and learning. Records of children's achievements are also shared on a regular basis. The childminder has a positive attitude to liaising with other settings who provide the Early Years Foundation Stage and has systems in place to enable her to work together with them and complement learning intentions.

The childminder's home is child friendly and organised effectively to meet children's individual needs and promote their independence. Children have ample space to move freely between resources, low-level and adult-sized comfortable furniture meets their developing needs. Toys and resources are attractively arranged and accessed independently in labelled storage units. The childminder has a secure knowledge of each child and their backgrounds and constantly liaises with parents to ensure their continuing needs are met. The childminder provides good opportunities to enable children to become aware of similarities and differences. Resources support their developing understanding of diversity and they learn about values and respect through the childminder's positive attitude and her ability to be a good role model.

The childminder is committed to providing good quality care and to continually improve outcomes for children. She is developing the systems she uses to help her self-evaluate, which includes the Ofsted form. The childminder is beginning to analyse her strengths and reflect on areas for improvement. However, she is not regularly seeking the views of parents to include in the evaluation process. The childminder is keen to maintain her knowledge and understanding of childcare practices. She seeks support from the Sure Start early years practitioner, plans to attend further training courses and reads supporting childcare literature.

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

Children have developed strong bonds with the childminder, are happy and settled and clearly enjoy her company. The childminder has a clear understanding of learning through play and supports children appropriately in activities. She spends her time working at their level, reinforcing learning such as numbers and colours through general play. For example, they count the coins in the shop till. The

childminder is recording some observations about the children's activities and the stages of development. She is linking these observations to the areas of learning and uses some photographs to support them and show the children happily engaged in activities. However, observations are not carried out regularly enough to show a full picture of children's development and ensure all areas of learning are provided for.

Children are confident in their surroundings and are familiar with routines. The childminder makes effective use of several local groups to extend children's learning and development. For instance, the play group nearby which provides regular sessions for childminders. Children's knowledge and understanding of the world is effectively promoted. Children are able to experience electronic and battery operated toys, such as a shop till and 'walkie talkies'. They are developing their information technology skills as they use the keyboard and computer. Children are learning about nature as they plant seeds, give them water and watch them grow. They are happily waiting to try the kiwi, tomato, peppers, spring onions and cabbage. Children know that the seeds need to be planted in the garden when they get big enough. The children learn about the days of the week, months of the year and the seasons as they complete the charts on the playroom walls each day. Younger children enjoy looking out of the window as they make decisions about the weather and stick the appropriate pictures of sunshine or clouds onto the wall. Children's communication, language and literacy is effectively promoted as the childminder engages the children in conversations as they play. She asks open-ended questions which encourage the children to think for themselves and challenge their own learning. The children choose a story compact disc to listen to and as they listen they follow the story in the book. A particular favourite is the story of the 'Fidgety Fish'. Supported by the childminder the younger children are able to recognise the letters of their names as they see them in the books.

The childminder promotes children's physical development each day. She ensures children understand this is part of their healthy lifestyle. They go for walks to the local play park where they use their bodies energetically, climbing, stretching and swinging on the apparatus. Younger children use the plentiful resources in the childminder's garden to practise and develop their skills, such as pedalling bikes. Children learn about their own personal hygiene through the good routines implemented by the childminder. They understand the reasons for washing their hands before they eat and children eagerly brush their teeth after meals. They are provided with healthy snacks by the childminder and she encourages the parents to provide healthy options for the children's lunches. The childminder promotes positive behaviour with the children. They learn to share, take turns and respect each other. Consistently applied house rules enable the children to have fun and learn in a stimulating and happy environment.

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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