

Inspection report for early years provision

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Inspection date	04/11/2010
Inspector	Janet Singleton
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 was registered in 1998 and lives with her three children aged 19, 13 and 12 years within Urmston. The provision is registered on the Early Years Register and both parts of the Childcare Register. The whole of the ground floor, except the kitchen, is used for childminding. There is a fully enclosed outdoor play area to the rear of the property. The premises are within easy reach of public transport, shops, parks, schools and community resources.

The childminder is registered to care for a maximum of six children under eight years. There are currently six children attending, of who three are within the Early Years Foundation Stage. The childminder is also registered to care for a maximum of seven children when her assistant is present. Care is also offered to children over five years. Children are taken to and collected from schools and pre-schools. The childminder has achieved a National Vocational Qualification Level 3 in Childminding practice. She is a member of the National Childminding Association. The childminder is a school governor of a local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively uses her observations, assessment and planning to promote good outcomes for children and support them in making good progress in their learning. Children move freely and confidently in a welcoming, safe and child-centred environment. The childminder has good relationships with the children and good partnerships are established with parents and other agencies. Children are well behaved being valued, respected and fully included. The required documentation for the safe and efficient management of the setting is mostly in place. The system for evaluating the quality of the provision is in place. However, it is in its infancy in regard to the recording of the development for the future and the monitoring of any action taken.

What steps need to be taken to improve provision further?

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

- develop further the procedures and systems for self-evaluation of your childminding practice in order to monitor your improvement and continue to improve outcomes for children
- ensure the record of the risk assessment clearly states by whom it was carried out and the date of review.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good. The childminder is fully aware of her responsibility to ensure children are protected from harm. She has a comprehensive policy in place including a system for reporting child protection concerns. The premises are secure with risk assessments in place and recorded. However, the risk assessments do not include the date for review. The emergency evacuation procedures are practised and recorded. Therefore, developing children's understanding of what to do in an emergency and keeping themselves safe. Children feel safe as they confidently move through the home and seek the support of the childminder in their play. Procedures for maintaining good hygiene practices are followed with children being fully included as they take care of their own personal needs. The childminder has a good understanding of the Early Years Foundation Stage. She knows the children well, incorporating their interests into the planned activities. The good observations and assessments identify children's next steps and these are used to inform planning. Children access a wide range of quality resources enabling them to make good choices enhancing their own play. This approach ensures a fully inclusive environment is maintained.

The childminder is positive about bringing improvement and promoting good outcomes for children. She is keen to move her service forward and is broadly aware of the strengths and weaknesses of her provision. Her self-evaluation is acceptable but does not demonstrate how she monitors her own improvement to measure its effectiveness. Parents are included in this process as they complete a questionnaire regarding the childminder's provision. Feedback is positive and includes such comments as 'children are happy' and 'the childminder provides a good variety of activities'. The good relationship with parents includes the sharing of documents, for example, the policies and procedures. Parents complete the information sheet on what their child can do and this enables their starting point, including their likes and dislikes, to be identified. The childminder's daily discussions with parents ensure they are fully informed of what their child has done with her. She shares the observations and assessments on their child with them, and as a result, obtains their thoughts and feeling on the process. This, combined with the good use of the daily communication book, assists in creating a two-way flow of information. Outcomes for children are further improved by her good relationships with other agencies and her very good links with the school. This information is used to plan for children's needs whilst at the childminder's home. It is also used to ensure a consistent approach is taken to supporting children in making good progress through the Early Years Foundation Stage.

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

Children are happy and secure and enjoy their time at the childminder's. They are independent and keep themselves highly occupied as they make choices from the good resources. They have good opportunities to go out each day as they walk to

and from school. Children are engaged and motivated as they dress up as medical personnel and read books together. They sit together and talk about what they are doing and organise their play. They take an interest in numbers as they demonstrate their mathematical skills, counting together and using numbers to support their play. They use language to describe what they are doing as they organise their own thoughts and as a consequence, their play. They chat and laugh as they name colours and state their favourite colour being pink. They talk about the conkers and the leaves in the basket as they handle them and describe the leaves as being crinkly and the autumn colours of gold. They build and construct flowers from the construction materials and take great pride in showing off their finished product, building their feelings of self-worth and esteem. Behaviour is very good and children listen and respond to the childminder. They are polite and ask for their drink, saying 'please' and 'thank-you'. In addition, posters displayed remind them of the rules of the home. Children learn about the natural world as they discuss the names of birds. They recognise that birds have different names as they enthusiastically identify the Blackbird and Robin in the garden bush. This stimulating home, with wonderful displays of Under the Sea, Autumn and Halloween creates an environment conducive to learning.

The childminder has a good understanding of each child as she plans for their individual interests. She uses her good observations and information from parents to determine children's next steps and, as a result, plans effectively to meet their individual need. Through planned topics, such as, practising the evacuation procedure, children learn to keep themselves safe. The childminder achieves a good balance between free play and more focused activities as she allows children to paint freely or take part in the more organised baking topics. The children learn good hand washing procedures as they observe posters displayed and have individual towels and liquid soap. They are encouraged to attend to their own needs, with good resources available to assist them with this. For example, children are given their own pack of tissues to encourage them to blow their own nose. The childminder implements the appropriate steps to minimise cross contamination and infection therefore protecting children. They learn about, and develop an understanding of the wider world as they delight in going on trips to Blackpool beach to dig and explore. They also visit educational venues such as the art gallery and the museum of science. Daily outings include the local park and shops.

Every child has an equal opportunity to partake in, and benefit from the activities due to the childminders good knowledge of each child and their individual interests. They play together, eat together and learn to share during their daily routines enabling them to develop an attitude conducive to learning and to develop skills for the future.

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	3
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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