

Inspection report for early years provision

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Inspection date	21/03/2011
Inspector	Helen Blackburn
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 2000. She lives with her husband, teenage daughter, adult daughter and her partner in the Sale area of Manchester. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and she can care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in the early years age range. The childminder also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding four children in this age range.

The childminder takes and collects children from local schools and nurseries and she goes to several toddler groups regularly. She is a member of the National Childminding Association and Trafford Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and they approach their play with enthusiasm as the childminder provides a good range of activities and experiences. The childminder provides a safe and clean learning environment that effectively promotes positive behaviour, independence, diversity and difference. Overall, the childminder's documentation, policies and procedures promote the safe management of the setting and children's learning. Effective partnerships with parents ensures the childminder meets children's individual needs. The childminder's commitment to her professional development is exceptional and overall, she monitors and evaluates her service well.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessments to ensure it clearly states when it was carried out, by whom, date of review and any action taken following a review (Documentation). 11/04/2011

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

- develop how children's individual learning priorities are used to plan

motivating learning experiences to support and extend specific areas of their learning

- continue to develop self-evaluation processes to ensure all aspects of the service and practice are effectively monitored.

The effectiveness of leadership and management of the early years provision

The childminder's arrangements for safeguarding and promoting children's welfare are good. Through her good understanding of safeguarding issues, she is fully aware of her responsibilities in protecting children from harm. For example, she has detailed information on the Local Safeguarding Children Board procedures and guidance and she is aware of potential signs of abuse and neglect. This means she acts in the best interest of the children to ensure their welfare is paramount. The childminder ensures Ofsted are notified of any changes to the persons living on her premises and she ensures they all complete appropriate checks. In addition, she supervises any visitors to the home. This contributes to her keeping children safe and protected from harm. Overall, the childminder maintains a good range of documentation, policies and procedures, which contribute to promoting the safe and efficient management of the setting. However, due to a small omission, the childminder's risk assessment record does not include a date of review, although she does this routinely on a yearly basis. This missing data is a breach of a specific legal requirement. However, the childminder provides a safe and clean environment for children to play. She is able to do this through supervising children during play and because she carries out regular risk assessments and safety checks of her home and any outings. This ensures the childminder identifies and minimises any potential hazards. Through good deployment of resources, children can make safe and independent choices in their play. In addition, the childminder makes good use of resources within the community, such as childminder support groups, parks and other places of interests to extend children's experiences.

The childminder's ambition, drive and commitment towards promoting sustained improvement, especially around her professional development, is exceptional. For example, she accesses a wide range of training courses, including gaining a recognised early years qualification to support her in gaining up-to-date skills and knowledge. In addition, she is member of the local childminding network which means she is committing herself to maintaining their high standards of quality. This demonstrates the childminder's commitment to promoting good outcomes for children. The childminder is beginning to use Ofsted self-evaluation, alongside other quality improvement processes as a way to evaluate her service. This contributes to her identifying areas of development. However, there are some gaps in these processes, especially around monitoring whether documentation meets requirements. The childminder welcomes any feedback from parents, children and other professionals when monitoring her service. This contributes to her promoting an inclusive approach to her self-evaluation.

The childminder has good relationships with the parents and others involved in children's care and education, such as schools and nursery. Through effective

communication and information sharing, they all work well together to meet children's individual needs and learning. In addition, written policies and procedures provide parents with good quality information about their child's day and service. The childminder shares with parents children's progress records, which enables them to be actively involved in their child's learning. In addition, through gathering detailed information from parents regarding children's capabilities, likes and routines, the childminder promotes continuity for children. The childminder fully understands the importance of working with other professionals or external agencies. This means children receive the best learning opportunities to support their learning, or if they need additional support or help.

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

The childminder's arrangements for managing illness, infection and hygiene are good. As a result, she effectively promotes children's health and well-being. Through everyday practical routines, children are developing a good understanding of effective personal hygiene practices. For example, children independently wash their hands after lunch, they know to ask for tissues for their noses and they cover their mouths when they cough. The childminder supports children in learning about the importance of leading a healthy lifestyle. For example, she offers children a good range of nutritious meals and snacks. The children have good opportunities to be active and to access fresh air. For example, children go on walks and visit the local park. These activities encourage children to move in different ways, such as running, jumping climbing and balancing. This promotes their physical development and encourages them to lead a healthy lifestyle. In addition, through activities, such as mark making, construction, painting and fitting pegs into small holes, the children are developing their coordination and dexterity skills.

The childminder has good relationships with the children and she provides routine and continuity for them. This results in children feeling safe, secure and happy in her care. The children take part in regular evacuation practices and they follow good road safety procedures. This helps children to develop a good understanding of how they can keep themselves safe. The children's behaviour is good. They learn about right, wrong, sharing and taking turns through play, consistent boundaries and positive role models. This results in children developing positive and harmonious relationships with their peers. The childminder effectively uses praise to celebrate children's achievements, which means they have good self-esteem and confidence. The children are developing a good understanding of diversity and difference. Through activities, discussions, the celebration of festivals and resources, such as books, jigsaws and dressing up outfits, children experience an environment that promotes positive and respectful attitudes towards all people in society.

Overall, the childminder has a good understanding of observation, planning, assessment arrangements and how young children learn. Therefore, she supports children in making good progress in their learning. For example, she is actively involved in their play and uses open-ended questions to encourage children to

become active learners. However, after following different advice and guidance she has tried a number of ways to monitor and record children's progress. As a result, her arrangements for incorporating children's next steps into the planning to support specific areas of learning still lack some focus. The children access a good range of activities and experiences across all areas of learning. This results in children being happy, enthusiastic and motivated learners. For example, children use their imagination and communication skills well as they engage in role play activities, such as playing with the dolls. They demonstrate good problem solving, reasoning and numeracy skills as they create patterns with the pegs and talk about shape, colour and numbers when sharing out the cupcakes.

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	1
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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