

Inspection report for early years provision

Unique reference number	501122
Inspection date	27/07/2009
Inspector	Susan Lyon
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 2000 to care for six children. She lives with her husband and two daughters in Heywood near Rochdale. The rooms and areas of the house used for childminding are the playroom, creative room, kitchen, downstairs bathroom and back garden. There are no pets in the household. The childminder provides an out of school service for local primary schools. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, some attending part-time. Children aged over eight years also attend the provision.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and settled. The childminder has a good understanding of the Early Years Foundation Stage framework and creates a rich learning environment. Good observation and assessment arrangements help children make steady progress and all children are included in the setting. Children's safety and welfare is promoted well and the childminder demonstrates strong capacity to continually improve her childminding.

What steps need to be taken to improve provision further?

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

- make sharp knives safe or inaccessible to children

The leadership and management of the early years provision

The childminder demonstrates strong capacity to continually improve her childminding. For example, she self-evaluates her practice to bring about improvement, such as increasing equipment used in water play activities to encourage pouring and emptying, and extending play experiences for children by adding different size and textured bricks to construction activities. These improvements enhance children's learning and enjoyment. Feedback is sought from parents by the childminder asking parents if they are happy with the care. The childminder has taken reasonable steps to bring about improvements to the service by completing recommendations from the last inspection. For example, written consent is now obtained from parents for emergency medical treatment and the emergency evacuation plan is in place and practised with children, enhancing their care and safety. Furthermore, the childminder attends ongoing training to increase her knowledge and skills, such as safeguarding and Early Years Foundation Stage training.

A partnership with parents policy is in place and helps the childminder work closely with parents. For example, it recognises that parents play a prime role in children's upbringing. Daily verbal and written information is shared with parents regarding

how children have been and what they have done. New parents receive a wealth of information including policies, menus and training certificates. Relevant information recognising the uniqueness of each child is obtained from parents, such as likes, favourite foods and toys, family members, pets and who has parental responsibility for the child. This contributes significantly to children's care and well-being. Children's individual needs are discussed with parents and recorded on child record forms including health and dietary needs. The provision has established some links with the local pre-school group also providing the Early Years Foundation Stage framework through sharing information in order to ensure continuity of care and learning.

Children's safety and welfare is promoted well through extremely detailed written risk assessments to the premises and outings. These include daily safety checks and the childminder identifying extra precautions in order to keep children safe. Effective measures are in place to create a safe and secure environment, such as socket covers and radiator guards. However, sharp knives may be accessible to some children compromising their safety. Suitable precautions are in place when children are taken out, such as using reins and children holding onto the pram. Space and resources are well organised to allow children to move around freely and safely. All documentation is in place to ensure the safe and efficient management of the provision. For example, a policy for a child lost is in place and the daily register is kept up-to-date. Children are protected through the childminder's good understanding of her role in child protection, and her awareness of the vetting of household members. All children are included in activities through the childminder changing or adapting the way play is provided to suit all levels of ability. Children feel a sense of belonging as they are cared for in a warm and homely environment.

The quality and standards of the early years provision

The childminder helps children to learn by providing a rich learning environment using lots of pictures, posters and charts depicting numbers, maps and 'months of the year.' She skilfully asks children questions to make them think, such as 'what does the ladybird do?' and provides interesting and stimulating activities, such as looking at beehives and tasting honey. The childminder has a good understanding of the Early Years Foundation Stage framework. She uses themes and topics to cover the six areas of learning, such as looking at mini beasts and making masks. Young children often use single-word utterances, such as 'music' when pointing to the tape recorder. They respond well to simple instructions as they childminder says 'let's tidy up'. Children understand that print carries meaning as play resources are clearly labelled indicating their contents. Children show keen interest in the world as they investigate mini beasts using magnifying glasses. They use simple tools competently as they stick with glue using spreaders. Children show great interest in information communication technology as they use the mouse appropriately when completing simple programmes on the computer.

Children enjoy trusting and secure relationships with the childminder and begin to indicate their own needs as they get their own drink. They seek to do things for

themselves as they get their own shoes. Children say and use number names as they sing familiar number songs. They say some counting words randomly when out and about as they childminder asks 'what is that number?' and 'how many cars can you see?' Children move in a range of ways as they enjoy being outdoors. They jump on the trampoline, pedal cars and throw balls. They also partake in daily exercises to keep fit, such as stretching, hopping, skipping and running on the spot. Children create 3D structures using junk boxes and discover mark making as they trail a finger through water and flour on the table. Children engage well while playing alongside other children in the play dough. They use imagination in role play as they dress up as and when they choose.

Children freely explore the environment as they easily access play resources. They also benefit from adult-led activities, such as reading stories together and craft activities. Babies and young children develop their senses through exploring treasure baskets, including natural objects and different textures, such as sponges, brushes, wooden spoons and fir cones. The childminder finds out what the child can do on entry to the setting by completing 'all about me' forms to establish a child's stage of development. She ensures each child makes steady progress through good observation and assessment arrangements detailing what children can do and clearly identifying the next steps in their learning. Children enjoy free choice as they select favourite toys and activities. Parents are involved in children's learning and development through daily chats and the childminder sharing observation files with parents at any time. The childminder helps children to learn how to keep themselves safe through appropriate discussions regarding road safety and stranger danger.

Children benefit from fresh air and exercise everyday through going out for walks or playing in the garden. An exclusion policy being in place and the use of paper towels help prevent the spread of infection. Children stay healthy through effective hygiene routines, and signs and pictures clearly displayed in the bathroom remind children about the importance of hand washing. Children are given healthy choices at meal and snack times, such as fruit, cheese, tuna and chicken. Drinks are freely available throughout the day keeping their bodies healthy and hydrated. The childminder treats children with great kindness and consideration, and as a result, children are eager to play and join in activities. Children are active and confident learners as they freely choose resources and help to tidy up. Through a good range of art and craft materials children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment. For example, they make masks, butterfly paintings and potato prints.

Children value diversity through the childminder talking to them about people from other countries and celebrating festivals from around the world, such as eating stir fries and fortune cookies, and using chop sticks for Chinese New Year. A range of play resources help children become aware of the wider world, such as dressing up clothes from other countries and dual language books. Children are actively involved in making choices and decisions by the childminder asking them what they want to play with. Children's behaviour is managed positively through strong emphasis on giving praise for effort and achievement and making boundaries clear using 'house rules', contributing to children's confidence and self-esteem. Overall,

children are learning skills and knowledge which are the building blocks towards their future economic well-being.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
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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