

Inspection report for early years provision

Unique reference number	501789
Inspection date	12/11/2008
Inspector	Mary Kilroy
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2001. She lives with her husband, two adult sons, an adult daughter and a child aged 15, in Stretford, Manchester. The lounge, playroom, upstairs bathroom and separate toilet are used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for a maximum of six children at any one time. Currently there are five children on roll, one aged 18 months, one aged four, two aged seven and one aged 11, who attend for a variety of sessions. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has established links with other early years settings which minded children attend and that also provide the Early Years Foundation Stage framework. The childminder walks to local schools to take and collect children. She attends carer and toddler groups, toddler gyms and local amenities, such as the library.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder effectively promotes children's welfare and learning, and provides a safe and inclusive environment. Good systems are in place in relation to planning, observation, assessment and monitoring the service she provides. The children are happily engaged and occupied in a broad range of stimulating play activities and experiences and there is an excellent working relationship with parents, who are kept well informed of their children's daily routines, care and learning. The childminder has very effective links with other providers of the Early Years Foundation Stage framework, who are involved with the children in her care. Working in partnership with them and parents, she ensures all children are making very good progress and have their individual needs effectively met.

What steps need to be taken to improve provision further?

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

- continue to use self-evaluation effectively to monitor all aspects of the provision and as a tool for future improvement.

The leadership and management of the early years provision

The childminder is very committed and enthusiastic and continually strives to improve the service she provides through evaluation of her provision and training. A structured daily routine promotes children's welfare and meets their needs. Ongoing detailed assessments ensure that children progress throughout all areas of learning.

The childminder's home is well organised and gives the children good opportunities to become independent. All required documentation is in place and written policies and procedures work well in practice to positively promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The childminder is committed to ensuring that the service she provides is fully inclusive and she makes parents and their children feel welcome. The childminder has developed a portfolio which includes written policies and procedures. Copies of the policies are given to and are discussed with parents at introduction meetings, helping to promote good working relationships and a shared understanding from an early stage. Parents are provided with a wealth of information about their children's care, learning and development. For example, the childminder maintains children's individual files and parents are able to view and comment on their children's records of development. This helps the childminder to monitor the service she provides. Observation and assessment for all children is good and further development planning for the next stages for the younger children will ensure that they continue to make good progress. Links are well established with other providers to ensure progression and continuity of care and education.

The childminder has a secure understanding and has effective procedures in place to protect children and this ensures children's welfare is effectively safeguarded. The childminder recognises the importance of continuous improvement and is secure in her assessment of the strengths and weakness of her setting.

The quality and standards of the early years provision

The childminder demonstrates good understanding of the Early Years Foundation Stage and plans and provides a wide range of interesting and stimulating activities. This helps the children make excellent progress across all areas of learning and development. The childminder works well with parents to gather information about their children's starting points. She observes children at play and uses this information to chart children's progress and plan their next steps in learning. She takes photographs to illustrate the children's progress and development.

The childminder provides a fully inclusive environment for children and their families. She provides a friendly atmosphere where children are happy and settled. Resources are accessible to enable children to self-select. They promote all aspects of children's learning and give children a good awareness of diversity. Children are able to freely access toys, helping them to initiate their own ideas and confidently develop choice and independence. The childminder dedicates time to playing and talking to the children and developing warm relationships with them. As a result, the children are eager to learn.

Children develop good self-help skills as they help to tidy up, make shopping lists, garden, cook and use the cash dispenser with the childminder. They show a real interest in the local environment and enjoy lots of good, first-hand learning opportunities. They all have library cards, visit museums, ride on the metro link, see dinosaur exhibitions, and handle money as they shop. The childminder

encourages children to be aware of their environment, to question, observe and explore. The childminder and children talk about what clothes to wear in cold weather and enjoy chasing autumn leaves. Children enthusiastically collect seasonal items for collage and school nature tables. They also have access to a good range of programmable toys. They develop an awareness of problem solving and reasoning as the childminder constantly introduces concepts of number, shape and size into their play. Children observe many examples of everyday print and enjoy creating their own posters, such as on road safety. The childminder understands how toddler's early mark-making develops, such as when she encourages a young child to play in spilled soup on the high chair tray, however much mess is made.

Children use language well from an early age to explain what they are doing and to ask questions. They enjoy reading and playing phonics games with the childminder. The childminder encourages imaginative play and children become involved in role play and dress up. They have lots of fun and sing songs as they play. Photographic documentation shows the children have lots of opportunities to express their own thoughts and ideas, using a variety of creative materials. They explore colour and texture using collage and treasure baskets. The children have fun playing in the garden and develop control and coordination as they walk, skip and run. The childminder takes the play outside whenever possible, such as providing dressing up outside as well as inside. Young children have opportunities to use shape sorters, construction toys and stacking beakers to promote their fine motor skills and are adept at fitting shapes into correct holes. They enjoy memory games, such as placing a duck under different sizes and colours of stacking beakers and guessing correctly every time where it is. Older children like number crunching activities and games where items are displayed, some are taken away, now, how many things are missing?

The childminder implements strategies to promote all children's social, physical and economic well-being. The children learn about hygiene practices and personal care routines as they wash their hands at appropriate times of the day. They are well nourished and develop an awareness of healthy eating because the childminder provides a menu that is well balanced and nutritious to aid their growth and development. The childminder's home is safe and secure. It is well equipped with equipment, furniture and resources and provides an enabling environment where children thrive. Full risk assessments are in place for outings and the premises. The childminder acts as a positive role model to the children and they receive a clear message about what is expected of them and boundaries for behaviour. Behaviour management strategies used are all age-appropriate and positive and the childminder states that the children are often complimented on their behaviour when out in the local area. They become aware of sharing and taking turns from an early age.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.