

Inspection report for early years provision

Unique reference number	504966
Inspection date	31/10/2011
Inspector	Cathleen Howarth
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 registered in 1999. She lives with her husband and child aged nine years in Failsworth, Greater Manchester. The whole ground floor of the childminder's home is used for childminding and there is an enclosed back garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of six children under eight years at any one time. There are currently two children on roll in the early age group. The childminder usually provides care throughout the year on weekdays, at times to suit parents, and children attend for a variety of sessions.

The childminder walks to local schools to take and collect children. Transport can also be provided. She attends toddler groups and playgroups. The childminder recently obtained a healthy eating award presented through Oldham Community Health Services.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Since the last inspection the childminder has clearly developed her knowledge and understanding of the Early Years Foundation Stage. She is effective in supporting children to make good progress towards the early learning goals in all areas. Inclusive practice is firmly embedded in all aspects of the provision, and as a result children's individual needs are well met. There are effective systems for self-evaluation and the childminder demonstrates that she has a good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- obtain and share relevant information about children's progress towards the early learning goals with the appropriate settings to promote continuity and coherence.

The effectiveness of leadership and management of the early years provision

The childminder's in-depth awareness of safeguarding issues is good. She fully understands her role in child protection, which includes the procedures to follow should a concern arise. She keeps up to date with childcare practice by reading relevant journals and government directives, successfully transferring knowledge and understanding into positive outcomes for children. The effective deployment of

resources, in addition to the physical layout of the setting, meets the needs of children well and clearly enhances their experience at the setting. The childminder places the promotion of equality of opportunity at the heart of all her work. She has a secure knowledge of each child's background and needs. Children value people's differences in the wider community and this is supported through well-thought-out activities that positively promote gender, disability, ethnicity and culture in non-stereotypical ways. For example, through food tasting, storytelling and role play.

There are systems in place that effectively demonstrate reflective practice, enabling the childminder to prioritise aspects of the provision to be developed. Continuing to develop children's learning journals and arranging to update mandatory paediatric first aid training is high on the childminder's agenda. Issues raised at the last inspection have been fully addressed to further promote children's care and welfare.

Relationships and working in partnership with parents is excellent. Parents are highly complimentary about the service provided. It is reassuring for them to know they can leave their children with a childminder who consistently works with integrity and compassion. They are always fully involved in decision making on key matters affecting their children. Constructive feedback from parent questionnaires is a highly effective way in which the childminder evaluates what she does well, and this helps her to decide what to do differently to improve outcome for children. Links with home and the childminder are exemplary. The childminder and parents continually maintain a two-way approach to childcare, which successfully promotes children's continuing care and development. A relevant activity to demonstrate this point is when children bake fairy cakes at the childminder's home. Children are proud to show their parents what they have made, and when they get home parents help their children to decorate them.

Overall, the effectiveness of working in partnership with others is good and this includes provision for children with special educational needs and/or disabilities. In relation to children's welfare, the childminder always ensures information is passed from school to parents and vice versa. For example, if accidents have occurred at home or at school the information is promptly passed on. However, the childminder's efforts to obtain information from school in relation to children's learning and development are not always forthcoming, making it difficult for her to deliver the six areas of learning in a cohesive way with others.

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

The childminder has developed secure knowledge and understanding of the Early Years Foundation Stage. This is demonstrated through a system that shows parents how their children make good progress towards the early learning goals. At registration, parents help to complete the 'all about me' document, which is used by the childminder as a starting point. After children have settled in, she records observations of them at play to review their natural interests, capabilities and preferred learning styles. She tracks children's progress using the information

in the Practice Guidance for the Early Years Foundation Stage. Pictorial examples of what children have achieved are attractively maintained in children's learning journals and carefully linked to the observations. Parents are encouraged to contribute to children's learning journals, which effectively inform planning.

Through age-appropriate discussions and books, children learn about different aspects of personal safety; for example, bullying, getting lost and stranger danger. This is sensitively done without undermining children's natural openness and curiosity about people and the wider community. As a result, children show a strong sense of security and feel safe within the setting. Children's understanding of the importance of following good personal hygiene routines is good. Healthy eating is positively promoted and children make healthy choices, such as choosing fresh fruit for snacks. There are good opportunities for children to engage in a wide range of physical activities, both indoors and outdoors, and these include daily walks.

Inclusive practice is an exceptionally strong aspect. All children are highly valued and treated with equal concern. Overall, children's behaviour is exemplary. They work exceptionally well on their own and with others. They engage in meaningful activities that help them value diversity. For example, they are learning about different cultures, languages and religions through the use of books, jigsaws, musical instruments and dressing up. In addition, good citizenship is promoted extremely well. Children are helping to raise money for a child that needs medical treatment abroad. The concept of sustainability is promoted exceedingly well and children collect used clothes and toys for various charitable organisations. They plant and grow seeds, such as cress, and they measure themselves against the sunflowers. Recycling is an integral part of the provision and they collect used materials from home to use at the setting for model making.

The children's development in communication, numeracy and literacy is good. Children use quality resources, such as the activity centre, to learn about cause and effect. They have learned how to use the computer and the giant keyboard. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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	1
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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