

Inspection report for early years provision

Unique reference number	EY236199
Inspection date	09/06/2009
Inspector	Joan Isabel Madden
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 2002. She lives with her husband and two children aged 10 years and five years old. They live in a house in Sale, Manchester close to local amenities. The whole of the ground floor is used for minding children; this includes the lounge, playroom and kitchen. The bathroom facilities are on the first floor and the second bedroom is used for children resting. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time on the Early Years Register, and on the compulsory part of the Childcare Register. She is also registered on the Voluntary part of the Childcare register to enable her to care for older children. There are currently five children on roll aged from eight months to three years old. Of these one child attends on a full time basis and the remainder are part time. The childminder collects children from the local school and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder is highly motivated and well organised. High importance is placed upon meeting the children's individual needs, thereby recognising the uniqueness of each child. The children are well cared for and make good progress in their learning and development. The childminder displays a strong capacity for continual improvement. She has a successful partnership with parents and others, as she values the importance of working together to promote good quality of education and care.

What steps need to be taken to improve provision further?

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

- develop children's awareness of the benefits of drinking fresh water
- develop the assessment system in order to track the children's progress towards the early learning goals in the six areas of learning and link this information to planning to identify learning outcomes for them.

The leadership and management of the early years provision

Childminder is professional, well organised, knowledgeable, consistent and calm. For example, as she is bottle feeding a baby, she is singing rhymes with the toddlers and they are happily responding with musical instruments and actions. High priority is put upon safeguarding the children. All relevant people are vetted and children are never left unsupervised. The childminder has an excellent understanding of how to complete risk assessments that comprehensively cover indoors, outdoors and many specific outings. From these check lists are formed of aspects that need to be checked on a daily or weekly basis. Any new or potential

risk is added and corrected. For example, the childminder has identified a safety issue with a fence panel. This is included in the risk assessment and there is an action plan to rectify the situation. The childminder has a secure understanding of her roles and responsibilities regarding safeguarding, and parents are informed of her duty. All documentation meets the requirements and the childminder is aware that children's individual records should remain confidential, are stored appropriately and that records need to be kept for a reasonable period of time.

Good progress has been made with the four recommendations raised at the last inspection. The childminders self-evaluation form is relevant, detailed and demonstrates a comprehensive understanding of the requirements of the Early Years Foundation Stage. She appropriately identifies areas for development. These factors demonstrate a strong capacity for continuous improvement. Partnership with parents is strong. They speak and write very highly of the childminder who they describe as patient, flexible and a good communicator. The parents find the childminder approachable and they have established a two way flow of information that results in meeting the children's needs. Parents have access to their children's development folder at any time, and are free to add comments or information. They are kept well informed of the settings policies and procedures and receive regular written reports on their children's progress. The childminder works closely with another childminder who also minds a child in her care. They discuss plans for activities and food to ensure a varied and consistent programme is in place.

The quality and standards of the early years provision

The children are welcomed into premises that are organised and welcoming to children. The environment is suitably safe and secure for children with high priority put upon fire prevention and emergency evacuation. Children are encouraged to think about their own safety as they are taught about the dangers of strangers, water, animals and risks in the home, such as a hot oven. There is a dedicated playroom for children where they are able to choose from a range of easily accessible resources. This room leads directly onto the garden through patio doors to allow the children free flow play between indoors and outdoors. High priority is put up the children developing healthy lifestyles. They operate in a clean environment where there is an effective nappy changing routine in place. The very young are able to sleep in appropriate equipment, at times agreed with parents to meet their individual needs. Children learn to incorporate sensible hygiene practices into their daily routine; they wash their hands at appropriate times throughout the day using separate flannels and towels and learn to prevent the spread of infection by using tissues and covering their mouths when they cough. Children with infectious illness are excluded from the setting until clear. The childminder has a secure understanding of how to provide the children with nutritious food and includes a variety of fresh fruit and vegetables, throughout the day, in their meals and snacks. She encourages the children to make choices about food thereby developing their decision making skills and awareness of healthy foods. They discuss how different foods benefit them. The childminder is aware of the children's dietary needs to ensure they receive appropriate foods. Fresh drinking water is available to children at all times, however insufficient emphasis is put upon raising the children's awareness of the advantages of drinking water to

remain hydrated. Outdoor play and visits to parks and other recreational facilities play a significant role in the children's daily routine. They walk to school each day. Children are given plenty of opportunities to develop their physical skills in the garden. They enjoy riding on wheeled toys including balancing on scooters and negotiating pathways around the garden. As they play with balls they develop their coordination skills and enjoy practising shots into the goal posts. Children are encouraged to talk about exercise and how it is good for their bodies.

Through attending training and her own studies the childminder has developed a secure knowledge of the Early Years Foundation Stage. She supports and encourages children as they play and successfully judges when it is appropriate to let a child play independently and when to intervene. The children follow a sensible daily routine that includes both child-initiated and adult-led activities. These activities link to the six areas of learning and are often guided by the interests of the child. The childminder recognises that children need to be challenged and that they are sometimes capable of achievements set in a higher band. She aims to provide activities to stretch the children. However, planning is sketchy and activities are linked to learning areas but learning outcomes are not identified. Each child has a very visual assessment file that contains observations, annotated samples of work and photographs. Observations are evaluated to assess the level of the children's competence in that area and identify the next learning step. However, these are not further developed to track children's progress towards the early learning goals at regular intervals or to link in planning.

All children are happy and settled. They develop a sense of belonging as their artwork is displayed and they are included in the 'Who's here today?' wall. Children are very well behaved and encouraged to use conventions such as 'please' and 'thank you'. They are becoming aware of the benefits of sharing, taking turns and negotiation. Children learn appropriate behaviour and social skills when visiting friends and eating in restaurants. They are encouraged to tidy up after themselves and to put rubbish in the bin, thereby learning to respect their environment. Children confidently select from a range of accessible activities promoting their decision-making skills and independence. They display good levels of concentration and involvement in activities. Children receive lots of praise and encouragement helping to build their confidence and self-esteem. They experience multi-cultural activities and learn to respect people from different backgrounds. The children enjoy listening to stories and try to read them to each other; they read books at the table as childminder makes final preparations for meal times. Some resources are labelled with pictures and words so children learn that print carries meaning.

The childminder often provides the children with adult led activities that promote all six areas of learning. For example, as children make pizzas they learn the names of the ingredients, techniques involved and how to use equipment, such as a grater. They think of adjectives to describe the taste and texture of the food. They discuss food that is healthy and why some of it has to be kept in the fridge. Throughout the activity children talk about their experience and express their wishes. They take turns to use the equipment and are encouraged to make pizza for other people thereby encouraging them to think about the needs of others. As they work they are presented with problems to solve and this involves them in using mathematical language and thinking about quantity and size. They count out

plates and measure ingredients. The children's physical skills are being developed as they open packages, spread tomato puree on pizza bases using plastic knives and cutting up vegetables for the toppings. They display good concentration and involvement as they do this.

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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