

Inspection report for early years provision

Unique reference number	EY243413
Inspection date	14/03/2011
Inspector	Judith Kerr
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2002. She lives with her husband and three children aged 15, 14 and 11 years in the Droylsden area of Tameside. Her husband acts as her assistant. The whole of the ground floor, except for the conservatory, and the first floor bathroom of the childminder's house are used for childminding purposes. There is an enclosed garden for outside play. The family has two dogs, two guinea pigs and some fish.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for three children in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and make good progress as they enjoy the stimulating and rewarding activities which cover all aspects of their learning and development. The childminder provides an inclusive environment where each child is valued and their individual needs known and met. Most aspects of documentation meet requirements and children are successfully helped to be safe and enjoy a healthy lifestyle. The childminder builds effective partnerships with parents and others to support children. The childminder has a good capacity to self-evaluate her practice and strives to make continuous improvements.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 14/03/2011

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

- link assessments to the elements of the framework to help track children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder places a high priority on keeping children safe and has a secure understanding of her role in protecting children. She has a secure knowledge of the procedure to follow if she has a concern about a child in her care. The childminder ensures all relevant checks for adults who have contact with the children within the home have been completed. Records of accidents and medication administered to children are maintained and shared with parents. However, written consent from parents for administering medication is not requested. This is a requirement in regulations. The childminder has developed purposeful procedures to help promote the welfare and well-being of the children in her care. For example, she reviews her risk assessments to reflect major building work which is underway in the area to lay new tram lines. This helps to ensure children are kept safe when on outings in the locality.

The recommendations raised at the last inspection have been fully addressed to improve children's well-being and knowledge of our diverse society. The childminder has attended training, such as safeguarding and first aid to develop and refresh her knowledge and skills. Self-evaluation enables the childminder to monitor her service in order to highlight priorities for improvement. She correctly identifies some aspects to improve, such as, her assessments that she would like to develop in order to ensure all children achieve to their full potential.

The childminder works closely with parents to make sure they are well-informed about her service and children's daily routines. A welcome pack provides a wealth of information and she is always available at the end of the phone for reassurance. Parents are delighted with the care their children receive. They are continuously involved in their child's ongoing learning. Written comments in questionnaires praise the 'safe, warm and welcoming' environment the childminder provides. The childminder establishes close links with other settings who deliver the Early Years Foundation Stage to ensure she is able to complement children's care and learning.

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

The childminder has a broad knowledge of the Early Years Foundation Stage framework which enables her to plan motivating activities which capture children's interest and appropriately challenge them. She regularly observes children during their play and records her findings in their individual learning files. The observations are linked to the areas of learning and the next steps are identified to assist the childminder with her daily planning to ensure that children are making good progress across all areas of learning. However, the assessments are not linked to elements of the framework to help monitor children's progress towards the early learning goals.

Children appear confident and relaxed in the care of the childminder and her assistant. They undertake many activities, indoors and outdoors, which the

childminder adapts to meet their interests and developmental needs. She plans flexibly, allowing opportunities for the children's natural interests to be followed and to learn from first hand practical experiences, such as, a visit to the library where children can learn to appreciate and value the written word. The childminder observes and listens attentively; she comments on their activity and actively encourages conversation. Children count, match and sort in everyday activities they undertake; for example, the number of red cars they see and putting their shoes on.

Resources are well organised within easy reach so children can help themselves, initiate their own play and thereby develop confidence. This contributes towards their future life skills. Children are able to freely move between the indoor and outdoor play areas. They enjoy spending time outdoors every day appropriately dressed. For example, they manoeuvre the wheeled toys, throw balls, ride on the red sledge and dig in the sand. Craft activities enable children to enjoy experimenting with different materials, such as tissue, glue, paint and glitter, and make sheep using cotton wool. Baking cakes and icing biscuits prove popular as children weigh and measure the ingredients which helps them to learn about size, volume and quantity. Other cultures are respected as children learn about different cultures. They make lanterns and cards with Chinese writing and dress up in traditional Indian outfits. Children develop an understanding of our diverse society as they naturally ask questions about why a child has to wear a special hat on their head or why another one uses a walking frame. The childminder provides simple explanations, such as that the child's legs do not work very well. The children learn about growth and change as they plant sunflowers and enjoy caring for them.

Children enjoy healthy snacks provided by the childminder which are supplemented by wholesome lunch boxes which are sent by the parents. These are carefully stored in a temperature controlled environment to minimise food hygiene risks. Children learn about good hygiene practices as they wash their hands before eating and after messy activities and use their own towels to dry their hands. These routines help to reduce the risks of cross-infection. Simple house rules help children to learn to share, take turns and show kindness to each other and respect the furniture and equipment. These are displayed for easy reference and use pictures and words. Children learn to keep themselves safe as a result of a visit from the road safety officer and through practical skills, such as practising the fire evacuation procedure.

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
--	---

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

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----