

Inspection report for early years provision

Unique reference number	EY251218
Inspection date	28/02/2011
Inspector	Lesley Bott
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.

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 2003. She lives with her husband and two children aged 15 and nine years in Mossley. The whole of the ground floor is used for childminding together with an upstairs bathroom. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet cat.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than four may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 content and happy within the setting, this ensures that they make good progress in their learning and development. The childminder promotes an inclusive, healthy and generally safe environment where she responds to the individual needs and interests of the children. This ensures that the uniqueness of each child is fully recognised. Children benefit from effective partnerships with parents. A portfolio of information contains the required documents to ensure the smooth running of the childminding arrangements. The childminder is proactive in extending her knowledge and skills through training courses to ensure she keeps up-to-date with her knowledge.

What steps need to be taken to improve provision further?

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

- ensure information about who has legal contact with the child and who has parental responsibility for the child is in place (Safeguarding and Promoting children's welfare). 15/03/2011

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

- reappraise the environment to which children are being exposed and make necessary adjustments to secure their safety at all times, with reference to access to the garage and stairs.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear commitment to safeguarding. She has good, effective procedures and policies in place to recognise when children may be at risk of harm and when to liaise with appropriate agencies. Clear written policies, procedures and record keeping systems ensure children are kept safe, protected and supported. However, the childminder does not consult with parents to establish who has legal contact and parental responsibility for the child to ensure their safety is fully met when children start. Risk assessments are completed to keep children safe on outings. On outings, the childminder carries with her details of individual children in her care with emergency contact details to ensure their safety at all times. Within the home and garden, identified hazards are minimised as per the written risk assessment, however, some areas within the house are not. For example, children's access into the garage.

Excellent use is made of space in the home to provide a wide range of different activities and experiences. The accommodation is fit for purpose and the environment is conducive to learning. The children use the conservatory as a playroom and a covered outdoor area ensures that they have opportunities to be outside on a daily basis. Both the front and rear garden is thoughtfully resourced to provide good opportunities for learning in most areas of development. The childminder has a very good working relationship with parents. They verbally exchange information, every day on their child's activities and development. Children's work, photographs and written observations demonstrate that each child is making good progress.

Parents receive clear and detailed information about the childminding practice, through a welcome pack, newsletters and notice board. The childminder's house and the conservatory is full of examples of the children's work on display to keep parents well informed about their child's achievements. Effective working relationships with other providers delivering the Early Years Foundation Stage are in the process of being established. This ensures each child benefits from continuity of learning and care.

The childminder is strongly committed to improvement and professional development. She holds childcare qualifications and has attended numerous training courses and workshops to update her skills and knowledge since her last inspection. The online written self-evaluation process enables the childminder to identify her strengths, weaknesses and overall quality of her service and make good use of her findings to develop the provision.

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

Children are making good progress in their learning and development. Assessments are detailed in their learning journeys which contains examples of their work and photographs through observations. These are linked to the areas of

learning, 'Development matters' and plans for the children's next steps. The childminder is skilled at promoting positive attitudes to learning, ensuring that every child is suitably challenged by the learning experiences provided. The children were excited by the new topic for the interest table, they eagerly looked through the resources to find the number two and objects in the colour green to display on the table. The playroom is filled with children's work and interactive display boards for them to access easily. They are able to point out their own work proudly and were very keen to show the inspector the daffodils they had painted earlier in the day.

Children play well independently becoming active, curious and inquisitive learners. Older children sing along to the nursery rhymes on the CD player while they are engrossed in the play dough. They develop their skills as they roll, cut and re-shape the dough from being 'big fat sausages' to 'wiggly worms'.

All children are able to increase their awareness of diversity because they can use and access toys and equipment that reflect other cultures. They develop their imagination with messy play, such as, jelly and gloop at the local toddler group and enjoy playing with the musical instruments and dancing to the songs.

Children are developing strong and positive relationships with the childminder and each other. They play alongside their peers understanding the need to cooperate. They know the house rules and are encouraged to put the toys away when they are finished. Children take part in the community in which they live by visiting local toddler groups and using the local facilities.

The childminder is effective in supporting children's good health and well-being. They enjoy healthy and nutritious meals and snacks each day which offer variety and choice. Their dietary needs and preferences are well known by the childminder who ensures that these are catered for.

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	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as identified in the early years part of the report (Records to be kept). 15/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as identified in the early years part of the report (Records to be kept). 15/03/2011