

Inspection report for early years provision

Unique reference number	EY258373
Inspection date	13/05/2009
Inspector	Nighat Ghani
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2003. She lives with her husband and two adult children in the Urmston an area of Trafford. All areas of the property, except for the master bedroom are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight. She is registered on the Early Years Childcare Register and the compulsory and voluntary parts of the Childcare Register. Currently there are seven children on roll, of these five children are on Early Years Register.

The childminder is able to take and collect children from the local primary school and she is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress within the Early Years Foundation Stage through the childminder's dedicated support and guidance. A welcoming and inclusive service is provided to ensure the needs of individual children and their families are met. Activities provided are age appropriate, exciting and capture the imagination and the interest of the children. Positive working relationships have been established with the parents. The childminder is aware of the areas for further improvement.

What steps need to be taken to improve provision further?

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

- further develop the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- work in partnership with the parents by sharing information and involving them in their child's continuous learning and development.

The leadership and management of the early years provision

Children are cared for in well maintained, spacious and clean premises. A wonderful room creates a welcoming, warm and friendly atmosphere for children and parents. A large welcome sign reflecting diversity is displayed on a large mirror on the wall, which develops children's sense of belonging. Resources are attractively stored on low shelves so that children are able to make independent choices. Children are provided with a range of age appropriate activities and experiences to ensure that they are making good progress.

The childminder has a sound understanding of her role in safeguarding children

and is fully aware of the procedures to follow should a concern arise. The childminder has carried out risk assessments with regards to the premises and outings including transporting children in her own car to ensure children's safety. The childminder has produced her own written policies and procedures which are reflected in practice and effectively shared with the parents. The childminder is strongly committed towards continuing her own professional development and making continual improvement in her childcare practice. She regularly reviews and evaluates all aspects of her practice and consequently, self-evaluation systems clearly identify her plans for the future. These are well targeted to bring about further improvements to the provision and positive outcomes for the future. The recommendations from the previous inspection have been positively addressed, which has a direct impact on the care of the children.

Children benefit from the close links the childminder has formed with the parents. The childminder works closely with the other early years providers and the parents to provide continuity of care for children and help them to be confident and independent. However, there is no system in place to get parents involved in their children's learning.

The quality and standards of the early years provision

Children are happy and relaxed in the childminder's home and eagerly choose from a wide range of activities and resources provided. The childminder has successfully implemented the Early Years Foundation Stage into her practice. Good settling in procedures are in place to ensure clear starting points are established. The childminder has started to track children's progress through the early years foundation stage. She is able to clearly identify children's next steps, however, she has not yet started to use this information for planning. She understands that these systems are at an early stage and need to be developed further. Children are extremely happy and they relish their time within the setting. They enjoy a range of activities which support their on going development.

Children have developed a positive relationship with the childminder, who is familiar with their needs. As a result, they confidently express their ideas and requests in secure knowledge that they will be listened to. The childminder offers a good balance of adult led and child initiated activities which result in children being creative and thinking critically. Informal learning opportunities are introduced during everyday activities, for example, children talk about the weather as they look through the window and spot the birds flying by. Children develop good communication skills, as they become absorbed by the books they independently select and clearly enjoy listening to the stories. They become aware of the life cycle as the childminder reads them a story about 'A very hungry caterpillar.' They constantly talk with and listen to the childminder and look forward to their regular visit to the toddler group where they get the opportunity to mix with other children and take part in the messy activities.

Very young children have access to a wide range of toys that are colourful, tactile and that make different sounds, helping them to explore using their senses. They make connections and find out what toys can do as they press buttons to make

music and then press the buttons again to make it stop. They take pleasure in babbling and making sounds. The childminder listens intently and responds in gentle tones to help reinforce early speech patterns. The childminder holds on to the baby's hand to support him whilst he learns to walk. Together, they walk round the dinning table and the child becomes excited as his scope to explore widens. Older children strengthen their concentration as the childminder actively supports their play. Young children are encouraged to share and take turns as the childminder sensitively redirects activities. Children have opportunities to count and mark make and they explore a variety of media such as play dough, paint, sand and water. Children learn about their natural environment during visits to the local park. They consistently hear and repeat mathematical language to help them decide whether to put a piece of their puzzle 'in the front, middle, back or on top'. They develop an awareness of the wider world and diversity through celebration of different festivals and positive images in their toys and resources.

Children's safety and welfare are successfully promoted. Children are made aware of the safety issues as they practise emergency evacuation routines on a regular basis and tidy away the toys as soon as they have finished playing with them. Children are provided with balanced menus and clear systems are in place to ensure that all meals comply with special dietary requirements and parental wishes. Good emphasis is placed on ensuring meal times are social and provide useful opportunities for children to develop their self help and social skills.

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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