

Inspection report for early years provision

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Inspection date	09/03/2011
Inspector	Cathryn Parry
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 2006. She lives with her husband, adult daughter and son aged 16 years in the residential area of Droylsden in Tameside. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. She has a chinchilla as a pet. The childminder cares for children on weekdays from 6.45am to 5pm for 51 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years and is currently minding three children in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She collects children from the local school and attends two toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well protected and cared for in a child-orientated home. The childminder demonstrates a positive attitude towards providing an inclusive environment. Children have good opportunities to make progress in their learning and development as the childminder supports them well. Systems for monitoring their achievements are developing. Most documentation is in place. The childminder clearly reflects on her practice to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- improve systems for monitoring children's progress, including matching observations to the expectations of the early learning goals
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder clearly understands her responsibilities in the event of a concern or allegation of abuse. Risk assessments take place regularly within the childminder's home and for any outings, which reduce the chance of accidents occurring. However, they are not all recorded for outings, which has a negative impact on their effectiveness. The childminder's

ongoing commitment to training has a significantly positive impact on the high quality of care provided. Children participate in activities fully as furniture and equipment are of an appropriate size. This is complemented with resources being stored at their height for easy access.

Detailed information is shared with parents daily, which enables them to continue their children's learning at home through similar activities. The childminder does not currently need to link with any other professionals to meet any specific needs. There are currently no children attending who access care and education in more than one setting. Consequently, partnerships with other practitioners are not necessary.

The childminder clearly evaluates the learning and development opportunities she provides. She is keen to improve her setting, including successfully applying for a grant to increase the resources to use in the garden. Feedback is encouraged from parents and children. This enables the childminder to tailor the experiences she offers to meet the needs of those attending. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on keeping children safe and raising their awareness of different cultures and beliefs.

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

The childminder has a good understanding of the Early Years Foundation Stage and implements it well. Children access a good range of well-chosen resources, which support their learning across all areas. Children are learning to share and take turns well through the childminder's effective support. Her positive attitude to equality and diversity ensures children have a good awareness of the wider community, for instance, when discussing peoples differences. This is supplemented with a variety of resources reflecting positive images of the world they live in. The childminder makes good use of open-ended questions to encourage children to think. Children have good opportunities to learn about living things as they feed the ducks and visit the safari park. They have the chance to explore their senses and use their imaginations as they visit a sensory room with different lights and sounds. The childminder encourages children to talk and values their contributions, which encourages their developing communication skills. Children gain confidence when using number as they count during every day play. They develop their skills for the future as they investigate interactive resources.

The childminder plans activities taking into account the children's interests and capabilities. She carries out regular visual observations to ensure individual needs are met. However, although their learning journeys clearly show all the areas of learning are being covered, it is not easy to see progress towards the early learning goals. This has a negative impact on the childminder's ability to monitor children's achievements.

Children are cared for in a well-maintained environment, where toys and equipment are cleaned regularly. The childminder gives high priority to helping children understand how to keep themselves safe, for example, as she ensures they use the pedestrian crossing properly. Children's well-being is enhanced through effectively planned opportunities for large physical play, including trips to the local park where they access large climbing equipment. Parents have the option to provide their children's meals. Otherwise, the childminder provides healthy and nutritional meals and snacks, including plenty of fresh fruit. Children are learning good personal hygiene through consistent routines and positive role modelling. Clear policies, good relationships with parents and relevant training ensure individual children are cared for well, should they become ill, reducing the risk of cross infection. Relevant documentation is in place and stored confidentially to ensure children and their family's privacy is respected.

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	3
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:	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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