

Inspection report for early years provision

Unique reference number	EY349743
Inspection date	02/03/2011
Inspector	Carys Millican
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her husband and two adult children in the Ashton-under-Lyne area of Tameside. The whole of the ground floor and the first floor bathroom of the childminder's home are used for childminding. At present the garden is not registered for childminding use. The childminder takes children out daily for walks and undertakes physical activities in the community.

The childminder is registered to care for a maximum of six children aged under eight years at any one time, no more than three of whom may be in the early years age range. There are currently seven children on roll, of whom four are in the early years age group. The childminder walks to school to take and collect children. The childminder supports a number of children with English as an additional language. The family have a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children's individual needs are well met by this experienced childminder, who has a good understanding of the Early Years Foundation Stage and how children learn best. The childminder promotes active learning and provides a good range of resources and play opportunities that meet all children's individual needs, interests and unique abilities. Therefore, children are enthusiastic in their play and make good progress in their development. Records, documentation and effective policies and procedures are in place to ensure children's safety and well-being. Positive relationships with parents are established to ensure continuity of care and inclusive practice is promoted. The childminder has made a good start to the self-evaluation process and is aware of her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- devise a system to verify the identity of any visitors, record names, the purpose of their visit and details of departure and arrival times
- further develop children's progress records and devise systems to encourage parents to contribute to their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through the effective practices, policies and procedures implemented by the childminder. They feel safe and secure through the close supervision of the childminder as they follow their daily routines. The childminder demonstrates a suitable understanding of her role and responsibility in child protection matters and has attended training delivered by the local authority. Her written safeguarding policy contains the procedures that she is required to follow. Record keeping documents are available to detail any accident, incident and/or existing injury to children in her care. The childminder is aware of her responsibility to safeguard children while in her home. All adults living in the home have completed suitability checks. Although the childminder checks visitors identity and they are never left unsupervised with children, a record is not kept of their visit. A selection of written policy statements and procedures are available and shared with parents on initial visits to the childminder's home. This includes a complaint policy containing the contact details of the Ofsted.

Children are protected from the risk of accidental injury and potential hazards through the use of safety equipment and visual safety checks completed before they arrive. Detailed written risk assessments are completed for all aspects of the home environment and for each type of outing. Children practice the fire evacuation procedure regularly and an evacuation plan is maintained. Children benefit from the childminder using the available space both inside and outside effectively to meet their needs. They have freedom of movement within the living room and access the kitchen under supervision. The childminder provides a good selection of resources that are age-appropriate, meet the children's interests and contribute to their development and learning.

Children are familiar with their surroundings and therefore settle effortlessly. The childminder engages with parents on arrival and collection. She verbally exchanges information about the children's day and completes personalised journals containing photographs, children's work and observational statements about development and learning. Children benefit from this positive relationship with parents and the flexible and relaxed approach of the childminder. During initial meetings information is obtained from parents about children's unique attributes and abilities. The childminder uses the information to assess children's development and to plan for the next steps in their learning. She completes observations as children play and keeps simple records which are loosely linked to the six areas of learning. Parents are given the opportunity to look at their children's records, however they are not encouraged to add comments to these documents. The childminder has made informal links with the nursery groups some children attend to ensure continuity and coherence in learning experiences.

The childminder has made a start on the self-evaluation process by reviewing her everyday practice. The childminder is clear on her overall strengths and has identified areas she wishes to improve on, for example, developing children's development records and the outdoor play area. The childminder is proactive in considering her own professional development by attending local authority training

sessions. Children play well together and form good relationships. They benefit from the positive behaviour management strategies in place and positive praise and encouragement they receive.

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

The children are happy, contented individuals who enjoy themselves and have fun during their time at the childminder's. They are provided with plentiful opportunities to initiate their own play with a balance of activities provided by the childminder. The childminder knows the children's individual needs and interests very well to ensure they are provided with activities that fully support their development and learning. Children's communication, language and literacy are well supported. They thoroughly enjoy listening to stories and singing songs. The childminder positively challenges and extends children's learning as they play. She encourages children to count the number of containers used to build a tower and children competently name all the different colours. Children are provided with resources that help develop walking skills and learn about cause and effect when pressing buttons on electronic activity toys.

Children feel valued and respected. The childminder encourages them to make choices and decisions about their play. They begin to show an interest in the difference and diversity of the world around them by visiting places in the community and celebrating cultural events and festivals. Children with English as an additional language are encouraged to share their culture and experiences with the other children. Inclusive practice is promoted. All children are included in all activities. The childminder has developed a close bond with the children. They behave well and are making steady progress in their learning and development.

Children's healthy lifestyle is positively encouraged. They engage in numerous outings and outdoor activities which help promote physical development. Children enjoy regular visits to the local parks, playgrounds and soft play centres and enjoy walks within the local community. Their social skills are promoted when they attend social groups where they meet other children and their carers. They learn about road safety when crossing roads and through gentle reminders by the childminder to keep themselves safe indoors. Healthy eating is effectively promoted by the childminder. She encourages children to eat a nutritious snack and lunchtime meal which she freshly prepares. The childminder ensures fresh drinking water is readily available. Good hygiene practices are undertaken by the children following regular routines. Children wash their hands before eating meals and after attending to their toileting needs.

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:	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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