

Inspection report for early years provision

Unique reference number	EY358122
Inspection date	21/08/2012
Inspector	Sally Smith

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 children aged 17, 12 and nine years in Altrincham. The whole of the ground floor, along with the bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder takes and collects children from local schools and pre-schools.

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. There is one child attending who is within the early years age range, who attends full-time. The childminder is also registered to care for children aged over five years. She is registered on the Early Years Register and both 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.

The childminder is warm, friendly and welcoming, which helps children to feel settled and secure. A range of activities are available to stimulate children's interests and promote their learning and development. Effective partnerships with parents and carers mean that children's needs are met well. A range of well-organised and comprehensive documentation is in place to inform parents of the provision and service provided, which is generally implemented well. The childminder has started to reflect on her practice, although she acknowledges that this can be further enhanced to fully explore and identify additional areas for development. She forms good networks and fully embraces training to enhance her provision.

What steps need to be taken to improve provision further?

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

- update the risk assessment, so that it covers anything with which a child may come into contact
- develop further evaluation systems to enhance the quality of children's learning, development and care.

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge and understanding of possible signs and symptoms of abuse. An effective safeguarding children policy is in place and the

childminder clearly demonstrates how this would be implemented. The childminder regularly checks current child protection guidance to ensure that her policy is up to date. She is fully aware of the role of the Local Children Safeguarding Board and the procedures to follow should any allegations be made against herself or any other adult in the household. A risk assessment generally supports the childminder in promoting children's safety, although, her record does not identify everything children come into contact with in the home. For example, the marble hearth has not been identified as a potential hazard. All necessary consents are obtained from parents to safeguard and promote the welfare of children.

A regular exchange of information with parents takes place verbally at the beginning and end of the day. Children's routines are discussed, so that the individual needs of each child are met. Parents have access to the learning journeys that the childminder maintains for children within the Early Years Foundation Stage. Questionnaires also provide parents with opportunities to comment on the service provided. The childminder is keen to respond positively to any suggestions for improvement, in order to enhance the quality of her provision. Parents speak highly of the care provided and the way in which children make rapid progress, particularly in their communication and language. There are currently no children attending who have special educational needs and/or disabilities. However, the childminder understands the importance of working with other professionals to provide appropriate support for such children when the need arises.

The childminder has carried out an evaluation of the service she provides. Through discussion, it is evident that the childminder is keen to develop and improve all aspects of her provision. She acknowledges that training is key to on-going improvement and she has attended numerous courses to improve her knowledge and skills. However, she does not yet fully reflected on the impact any training has on the care, learning and development for children. Completing a childcare qualification forms part of her long term plans, in order to further her knowledge of child development. In addition, she recognises the value and importance of seeking parents and children's views in evaluating the service provided.

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

Children feel secure in the setting as the childminder establishes warm, trusting relationships and familiar routines. They delight in being able to explore their environment and access toys of particular interest. Children express themselves through movement and sound, for example, dancing and moving their bodies to music and rhythm. They exuberantly shake their legs and run backwards and forwards to the 'hokey cokey'. The childminder follows the children's lead as she observes them in their play and encourages them to grow in confidence as they adapt to the setting. She stays close by providing reassurance and support. Whatever the children are doing, the childminder engages them in conversation, asking pertinent questions and providing explanation. Children begin to link words with actions, such as getting 'baby' ready for a visit to the doctors. At the request of children, she helps to strap the baby in the pram asking why this is important.

Children reply confidently, 'so he does not fall out'. Children share a caring attitude, considering others during activities.

Children learn to explore resources with knobs and simple mechanisms, such as turning on a play vacuum cleaner. The childminder demonstrates how to operate these and then allows time for children to persevere and perform these tasks independently, therefore, promoting their self-esteem. Children make choices and select resources independently. Threading reels are brought to the childminder, who asks children if they want help unscrewing the jar. 'No thanks I can do it' they say and proceed to twist and turn the lid until it opens. The childminder uses the opportunity to test children's knowledge of colours, for example, she asks, 'can you find one that matches this one?' and encourages them to name the colour. Children carefully thread the reels onto the twine, talking out loud as they do so. They inform the childminder that the thread is going through the middle hole. When playing outside, they talk about the ball going under and behind. This reinforces children's understanding of position and language.

Children have opportunities to learn about cultural diversity and disability through planned activities. A range of resources, such as, books, dolls, puzzles and dressing-up clothes, help to support children's awareness of people's differences. They walk to the local shops to buy ingredients for a cooking activity or fruit for their snack. This helps to promote children's problem-solving skills as they are asked to count out how many apples or bananas the childminder requires while helping to make the activity interesting and fun.

Observations, photographs and examples of children's work are recorded in individual learning journeys. This information is used to assist the childminder in making links to the six areas of learning and assess the learning taking place. She uses this information effectively to plan for the next steps in children's learning, providing extension and challenge, so that children are appropriately supported and stimulated. As a result, children make good progress in all areas of their development.

Clear boundaries and routines are established, so that children learn what is expected of them and how to keep themselves safe. For example, children who are able to walk know that they must hold onto the pushchair when out and about. A positive role model is provided by the childminder, so that children can follow her guidance, such as helping to put toys away at the appropriate time. Children eat healthy meals and snacks to include a range of fruit and vegetables. They regularly help with food preparation for their meals, making home-made pizzas, tuna bakes, chicken nuggets and cakes. Children learn how this is good for a healthy diet. They have access to regular drinks, which are within their reach. Children appear happy and settled in the childminder's care and are beginning to develop the necessary skills that they require to adequately support their future learning and development.

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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