

Inspection report for early years provision

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Inspection date	07/07/2011
Inspector	Susan Lyon
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 three children in Hyde. The childminder is registered to care for five children under eight years at any one time, of whom no more than three may be in the early years age range. The rooms and areas of the house used for childminding are the lounge, dining room, kitchen, upstairs bathroom and back garden. The family have a cat. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder provides an out of school service from local primary schools. At times, the childminder works with an assistant when she may care for 10 children under 8 years, of whom five are in the early years age range. There are currently five children on roll, of whom all are in the early years age group and all attend different sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care. The childminder has a secure knowledge of the Early Years Foundation Stage framework. Observation and assessment arrangements are used effectively to help children make good progress in most areas of learning. All children are included and their safety is promoted well. Children's needs are met successfully because the childminder establishes positive links with parents and shares information appropriately, which ensure continuity of care for children. The childminder demonstrates strong capacity to evaluate her practice and continually improve the service provided.

What steps need to be taken to improve provision further?

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

- increase opportunities for babies to explore and investigate by using all of their senses, such as providing natural objects and textures
- increase play resources reflecting culture, disability and gender in order to develop children's awareness of the wider world.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder has a good understanding of child protection procedures. She is fully aware of the vetting requirements for household members and parents are well informed of the childminder's procedures. Children are cared for in a safe and secure environment. Detailed written risk assessments of the premises and outings and extensive measures keep children safe. Strong emphasis is placed on keeping children safe when out walking. The emergency escape plan is in place and practised regularly with

children. This contributes significantly to children's safety while on the premises. Space and resources are organised well to allow all children to move around safely. All required documentation is in place to ensure the safe and efficient management of the provision. The childminder effectively evaluates her practice as she identifies the strengths and areas for improvement as a continuous process. For example, she has recently added a written sick child policy to her documentation; she has fitted a grid cover and made loose wires inaccessible to children. These improvements enhance the care and safety of children attending the setting. The childminder has a clear vision as she targets plans for future improvement, such as introducing a travelling teddy to encourage children's speech and language and giving out parents questionnaires requesting feedback. The childminder is motivated in her practice as she enjoys being with the children. She asks parents if they are happy with the care and acts on comments received to bring about improvements. The childminder is fully committed and attends ongoing training to increase her knowledge and skills.

Children benefit greatly from the childminder working closely with parents. For example, a two-way flow of information keeps parents informed of their child's care and well-being. Parents are welcomed into the setting and new children settle in at their own pace through visits. Parents are fully involved in their child's learning through the sharing of observation files at any time they choose. New parents receive a wealth of information, such as, a comprehensive range of detailed policies, daily routines and sample menus. Valuable and relevant information, recognising the uniqueness of each child, is obtained from parents and is used effectively to provide an individualised service. The childminder has strong links with other childminders and local playgroups providing the Early Years Foundation Stage framework. She copies and complements themes and topics in order to promote progression and continuity of care and learning. The childminder does not currently care for children who have special educational needs or disabilities. However, she fully understands the importance of working closely with outside agencies to improve outcomes for all children by supporting the delivery of individual education plans and sharing information appropriately.

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

The childminder helps children to learn by talking to them and skilfully asking questions. She provides a child-centred and welcoming environment for children. The childminder finds out what the child can do on entry to the setting by completing an individual needs record. This information enables her to establish the child's stage of development. Detailed observations clearly identify the next steps in children's learning and the childminder uses this information effectively to plan for individual children. Children make good progress in their personal, social and emotional development as the childminder treats children with kindness and as a result, children have fun and enjoy themselves. They are active learners as they freely choose resources and successfully help to tidy up. All children fully participate in activities of their choice as the childminder changes and adapts activities to provide an inclusive service. Children's behaviour is managed

effectively as the childminder gives out certificates and stickers for positive behaviour and makes boundaries clear to children. This contributes significantly to their confidence and self-esteem. Children are encouraged to do things for themselves, such as feeding themselves and putting on their coats. The children's communication, language and literacy is fostered well as babies babble and happily make sounds with their voices in social interaction. Young children frequently convey simple messages, such as 'ta', 'baby' and 'oh no'.

Children's knowledge and understanding of the world is promoted as they go for walks to observe and find out about the local environment. For example, they look at conkers on the tress and talk about what happens in Autumn. Children enjoy being outdoors and show interest and curiosity as they plant and water vegetables in the garden. However, opportunities for babies to explore and investigate natural objects and textures are limited. Children gain awareness of the cultures of others through planned themed activities. For example, they enjoy food tasting and making masks for Chinese New Year. They obtain books from the library and talk about Eid. Activities such as these encourage discussions that help children talk about similarities and differences and the reasons for these. This promotes positive attitudes to diversity. However, additional play resources reflecting culture, disability and gender are limited, impacting on their awareness of the wider world. Children develop an understanding of numbers as they count objects in daily routines. Children use number language as the childminder asks 'who has more trains?' The childminder helps children to learn how to keep themselves safe through appropriate discussions. Children show they feel safe as they move around confidently.

Children benefit from fresh air and exercise every day as they walk to and from school and play out in the garden. Babies use strong purposeful movements and children move in a range of ways, such as climbing steps, crawling through tunnels and kicking footballs. This develops their physical skills and supports a healthy lifestyle. Good hygiene routines prevent the spread of infection. Posters displayed in the bathroom and appropriate explanations help children understand the importance of hand washing. Children make healthy choices at snack time and drinks are freely available throughout the day keeping their bodies healthy and hydrated.

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

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

Met