

Inspection report for early years provision

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Inspection date	17/01/2011
Inspector	Janet Singleton
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 2007. She lives with her husband and three children, aged 15 year and twins aged eight years in the Ramsbottom area of Bury. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant they may care for six children in the Early Years Foundation Stage. There are currently eight children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The childminder provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good knowledge of the Early Years Foundation Stage enables her to plan and observe children as they make good progress towards the early learning goals. Her effective support and mostly positive interaction for each child ensures their individual needs are met. All required policies and procedures are in place and extremely well maintained. Outstanding partnerships with parents mean that high quality information is shared to provide a fully inclusive service. Her outstanding capacity to maintain continuous improvement and to evaluate the setting allows meaningful action plans to be in place to improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment procedure to maintain a consistent approach to the identification of the children's next steps for learning
- plan for both children's progress and spontaneous play to allow children to experience the journey of learning rather than the desired end result of the focussed activity.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good. The childminder is fully aware of the action she needs to take should she have any concerns regarding child protection. She makes certain that all adults in the home have undergone checks to determine their suitability and to safeguard children. The assistant has undergone all necessary vetting procedures to determine her suitability to be in the presence of children. All the required policies and procedures are in place and are extremely well maintained and reviewed on a regular basis. The good policies and procedures, such as equality, behaviour and risk assessment, contribute to the safe and efficient management of the setting. The childminder has a robust knowledge of the Early Years Foundation Stage which enables her to plan effectively for children's needs. Her observation and assessment procedure mostly covers the children next steps for learning. Through play, discussion and practising the evacuation procedures the children are learning about how to keep themselves and others safe.

The deployment of resources is good with children having access to all toys enabling them to make decisions and choices in their play. Resources which reflect diversity and the differences and similarities of people are available to promote children's understanding. The outdoor area has been revamped and provides a superb area for children to play and learn in. The outstanding partnership with parents mean that meaningful information is shared. Their valued input into their child's development and assessment ensures they are involved and contributing to this process. Highly effective information sharing through the communication book, display boards and sharing of all policies and procedures with parents, means they are fully informed of the childcare their child receives. Comments from parents are very complimentary, especially about the care their children receive, the progress they are making and the friendliness and support of the childminder.

The childminder is outstanding in her commitment, ambition and enthusiasm in bringing about improvement. Through the exemplary self-evaluation and reflecting on her practice ensures she is fully aware of the strength and weaknesses of her provision. This enables her to put in place effective action plans which contribute to improving, not only her service, but positive outcomes for children. The childminder attends training in early years to improve and extend her knowledge and skills. She seeks the input of the early years advisor and has completed a management audit of her provision. This drive and ambition contributes significantly to improving the early years provision.

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

The childminder has a good knowledge of the children in her care and is actively involved in their play. Her successful system for supporting children enables them to make good progress towards the early learning goals. Her good use of open-

ended questioning encourages and assists children in thinking about what they are trying to achieve. Children access the good resources and make decisions regarding what to do next. They decide they want to play with the cars, making brum, brum noises as they take the car along their imaginary road, which develops their imagination. The childminder effectively uses the observations and assessments to plan for children's individual learning including their next steps and areas for future development. However, there is insufficient evidence to support that this is taking place consistently in order to be truly reflected in the planning for both the childminders role and the children needs. Although, there is good planning in place which links to the early learning goals.

Children delight in playing with the malleable materials. They are creative and imaginative learners as they poke, pull, stretch and make shapes exploring the properties of the modelling compound and how shapes can be changed. They make marks as they draw, colour and practise their writing skills. The childminder supports children as they play with the programmable toys, however, she sometimes becomes too involved which may limit children's spontaneous adaptation to the activity. Attendance at the toddler groups provides children with opportunities to mix, socialise and make new friends. The children access the wonderful outdoor area. This has recently been revamped and now includes areas for bird feeding, wild life, sensory, fruit trees and a climbing frame for children's enjoyment. The play surface is bark and provides a safe area for children. This combined with walks promotes children's enjoyment of the outdoors and their physical development. The children are well behaved, with strategies to promote good behaviour. The childminder praises children, ignores little issues and has consistent boundaries in place. Therefore, children are learning to respect each other, to share and take turns.

Children learn to appreciate the differences and similarities of people as they observe positive images of others, for example, posters of people around us, displays of other languages and experiencing other cultures through play and celebrating festivals. The children display a strong sense of belonging as they appear confident, happy and adjusted with the childminder. This provides them with the necessary skills for the future.

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	1

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	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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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