

Inspection report for early years provision

Unique reference number	EY366354
Inspection date	03/06/2009
Inspector	Sheila Iwaskow
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and two daughters aged, eight months and two years, in the Northern Moor area of Manchester. The house is close to local schools, parks and shops. The whole of ground floor used for childminding purposes; this comprises of lounge, dining room, playroom and kitchen. Children also have access to a bedroom and toilet facilities in the first floor. There is a secure garden for outdoor play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding one child in the early years. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Inclusion is well promoted and the childminder values each child as an individual. Children are happy and confident within the secure, family atmosphere of the childminder's home. The childminder has a good awareness of most aspects of the Early Years Foundation Stage (EYFS). Relationships with parents are developing well. The childminder is committed to the continuous improvement of her childminding practice and is aware where gaps in her provision lie.

What steps need to be taken to improve provision further?

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

- ensure that assessments are used to identify the next stages of children's learning and continue to develop systems to track children's progress towards the early learning goals
- invite parents to contribute to children's assessment profiles and involve them in identifying children's starting points with regard to learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a fully risk assessment for each specific outing (Safeguarding and promoting children's welfare).

17/06/2009

The leadership and management of the early years provision

The childminder strives to provide an inclusive service for both children and their families. A wide range of comprehensive policies are made available to parents and reflect the high standard of care that she provides. Play plans, information on the

EYFS and menus are clearly displayed and provide valuable sources of information for parents. Through questionnaires parents freely express their views on the service provided and the childminder offers them ideas on how to support their children's learning at home. However, although assessment profiles are shared with parents on a on-going basis their contributions are not recorded. Furthermore, there is no evidence to suggest that parents are involved in identifying their children's starting points with regard to learning and development. Nevertheless, parents are very happy with the service she provides and comment that she is a 'fantastic' childminder. The childminder is well aware of her responsibility to work with other providers of the EYFS that children attend to ensure continuity in their care and learning.

The childminder undertakes a detailed risk assessment of her home on a regular basis to ensure that all the necessary safety measures are in place to reduce the risk of accidental injury to children. Her knowledge of issues relating to safeguarding is secure and she is well aware of procedures to follow should she have a professional concern about a child. However, the childminder has not conducted a full risk assessment for each specific outing she undertakes with the children. This is a breach of regulations. However, the impact on children is limited as from general policies on safety and through discussion she is able to clearly demonstrate how she keeps children safe when out and about. Children are well supervised and the childminder is aware of the importance of informing Ofsted of any significant events.

The childminder evaluates her setting in a number of ways. She has completed the Ofsted self-evaluation form which highlights her many strengths and some prioritised areas for development. She also seeks advice from her 'support childminder' and reads child care publications. As a newly registered childminder all mandatory training has been completed. She has also attended a numbers of other courses to help her deliver the new framework. A targeted plan for further training is in place, demonstrating a strong commitment to her on-going professional development. In addition, the childminder has successfully transferred her knowledge and experience from working in day care settings to her childminder practice. This greatly enhances the quality of care and learning that children receive.

The quality and standards of the early years provision

The childminder and her family have developed very strong relationships with the children and she takes great pleasure in celebrating their achievements. Within the play room each child has their own designated area on the wall where examples of their art work are beautifully displayed. Furthermore, children are allocated their own low-level peg, which is personalised with a photograph to hang their coats. Such practices give children a strong sense of belonging within the childminder's home. The premises are warm, clean and well maintained. Children have lots of room to move around and play in comfort. They thoroughly enjoy the freedom that they have as they wander from room to room. A wide range of good quality accessible resources are available to support children's learning.

The childminder has a good understanding of the principals of early years education and of the importance of learning through play. Detailed planning is in place, which takes into account children's interests and clearly demonstrates the depth and balance of the curriculum that is being delivered to the children. Routines include a balance of adult directed and child initiated activities. Children's progress is regularly monitored and assessed through photographs and written observations. However, the next stages of children's learning are not identified. In addition, although the childminder knows the children well and their capabilities there are no clear procedures in place to track children's progress towards the early learning goals.

Children clearly enjoy the high levels of attention they receive from the childminder. They squeal with delight as she tickles their tummies whilst singing their favourite songs. Strong emphasis is put upon developing children's language and conversational skills. Children openly talk about their families and a forthcoming holiday. The childminder is also aware of the importance of respecting the uniqueness of each child by valuing all languages that they speak. Clear explanations are given to children to promote their understanding and skilful questioning is used to develop their thinking skills. For example, the childminder explains to children why builders use diggers. Excitement is shown as the childminder removes large pieces of ice from the freezer and asks the children to think about what will happen to the ice. Children proudly shout that it will 'turn to water'. Mathematical language is routinely used and, as they play, children learn to count in sequence and identify simple shapes. Children enjoy completing jigsaws with the support of the childminder. She sits with them on the floor encouraging their problem solving skills, for example, by asking them if they can find pieces that fit.

Many opportunities are available for children to develop their senses. For example they enjoy exploring the varying content of the treasure basket and feeling the different textures of sand and water. Pressing buttons on electronic toys to activate music and flashing lights gives children an insight as to how things work. Children enjoy visits to places of local interest, such as toddlers groups, farms and the park. Through resources that reflect equal opportunity and planned activities children learn to appreciate diversity. The childminder also recognises the importance of welcoming children with learning difficulties and disabilities into a sharing and inclusive environment. Children play out in all weathers, suitably clothed to protect them from the elements. A pleasing range of resources are available in the back garden to allow children to develop their physical skills. Dressing dolls and making cups of tea for the childminder and inspector allows children to develop their imaginative skills.

Children's welfare needs are effectively met. Individual routines are recognised and respected providing an environment consistent with home. Food provided is healthy and nutritious, helping children understand the importance of eating a balanced diet. Good hygiene practices are followed. Hand washing is incorporated into the daily routine and discussions with the childminder help children understand the underlying concepts of good hygiene routines. Fire drills are practised on a regular basis and the childminder teaches children about the potential dangers of the road, which raises their awareness of personal safety.

Children display good standards of behaviour. The childminder acts as a positive role model and is calm, kind and consistent in her approach to behaviour management.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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