

Inspection report for early years provision

Unique reference number	EY369899
Inspection date	12/05/2009
Inspector	Anne Mort
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 daughter aged two years, in Radcliffe, Manchester. The whole of the ground floor, together with the first floor bathroom and the small bedroom, is used for childminding purposes. There is an enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. There is currently one child on roll. The childminder operates each weekday from 08.00 to 18.00 each weekday, all year round, with the exception of Christmas and own family holiday times. Arrangements can be made to accommodate shift working patterns and weekend care.

The childminder sometimes uses her car to take children on outings. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The quality of the provision is good. The childminder promotes children's learning and development and provides a safe and inclusive environment. The children make good progress because the childminder plans activities based on their individual needs. The strong partnership with parents ensures the exchange of valuable information to support children's well-being. Records about a child's experiences are relevant and informative but do not yet cover all areas of learning. The childminder has completed a written self-evaluation form that highlights the strengths of the childminding provision and notes her ideas for improvement.

What steps need to be taken to improve provision further?

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

- develop the system of observing and assessing children's abilities to cover all areas of learning

The leadership and management of the early years provision

Although the childminder has only recently started childminding, she takes a professional approach to her work and continually evaluates the service she is providing. She attends relevant courses to extend her knowledge base. She has developed a portfolio which includes information about herself, contracts, consent forms and clearly written policies and procedures. This is shown and discussed with parents at the initial meeting. Parents sign to confirm they have read and understood these, helping to build a good working relationship and a shared understanding with parents from an early stage. The childminder maintains a diary to keep parents informed about their child's daily routines and play activities.

The recommended child protection literature is available for reference purposes, thus aiding the childminder's understanding of her role in child protection

procedures and promoting children's welfare. Written risk assessments of the home, garden and for each type of outing undertaken are in place and daily safety checks promote children's safety well. The childminder helps children learn about promoting their own safety through, for example, easily understood house rules and in teaching them about road safety and 'stranger danger' at a level they can understand. Security within the home is very well maintained because relevant safety equipment is in place and exit doors remain locked. Equipment and resources are inspected regularly to ensure they are safe and suitable for the children attending.

Children thrive in the supportive environment, which is suitable and safe both indoors and outside, and is equipped with a range of well maintained toys, furniture and equipment. Efficient practices followed by the childminder result in children being protected from accidents, illness and the spread of infection. Children are provided with a good range of healthy well balanced meals that take account of their individual dietary needs.

In discussion and in the documentation presented it is evident the childminder has the capacity for improvement. She has worked diligently and has met the two requirements noted at the time of her registration. This has had a positive impact, resulting in improved safety for children.

The quality and standards of the early years provision

An effective partnership with parents ensures the childminder is aware of a child's background and she takes this into consideration when caring for the child. Information about a child's achievements are noted and the events of the day are recorded and shared with parents when their child is collected. The childminder has a good understanding about the six areas of learning. She uses her knowledge of the children's developmental stages and interests to plan a wide range of experiences for children, which stimulate their interest in learning and exploration. As a result, children make good progress in their learning from their starting points.

Written observations and assessments by the childminder about what children can do are in place. These provide an outline of how she will move them forward to the next steps on their learning journey. This system is being established and does not yet cover all areas of learning. The childminder has daily discussions with parents regarding their children's learning achievements and the learning journal goes home with the child each month so parents are kept informed and can add notes if they so wish.

The childminder shows great respect for the children in her care and she values and nurtures their individuality and potential. A range of resources that reflect diversity are available. These, together with interesting outings, for instance to the shops, library, park, farm, baby gym sessions, help children become aware of themselves in a wider world. These activities also contribute to the children's knowledge and understanding of the world and promote good health and physical development.

The childminder supports the development of children's language very well; she actively engages babies in face-to-face rhythmic talking and singing, and encourages their 'babbling' noises accompanied by lots of smiling, thus they quickly learn spoken language as a means of communication. She also engages in 'signing' to babies, using the relevant word, thus further developing their understanding of how to communicate.

The childminder encourages children to make their own choices. They are able to self-select from well organised play materials that are in low storage boxes. Babies show confidence as they initiate their own play by choosing items from a play box specifically set up with safe and suitable toys. Their concentration span is very well developed. They are intrigued by a bubble blowing activity, fix their gaze on the ascending bubbles and raise their hands in delight to try and touch them.

Babies are able to move around freely and practise skills, such as sitting and stretching. The childminder has a good awareness of a baby's physical abilities and interests and provides lots of opportunities for these to be further promoted in the handling of toys, playing on the keyboard and the sharing of age-appropriate books. She challenges children's abilities, for instance, putting toys just out of the reach of babies which encourages sideways and forwards movements, both of which helps to develop physical balance. The childminder shows great respect for minded children and values and nurtures their individuality and potential. She provides affectionate and gentle care which is enabling new children to quickly develop a sense of belonging and trust.

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?	2
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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