

Inspection report for early years provision

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Inspection date	21/12/2009
Inspector	Lynda, Margaret Ronan
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 2009. She lives with her husband, adult son and three children aged under one, 12 and 16 years in Sale a suburb of Greater Manchester. The whole of the ground floor is used for childminding purposes. There is a fully enclosed rear garden available for outdoor play. The family have two dogs.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than two may be in the early years age group. The provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll, both of whom are in the early years age group, both attend for a variety of sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in learning and development as the childminder recognises the uniqueness of each child in her care and plans to meet their needs. The childminder works closely with parents to ensure children enjoy a secure and consistent environment. She is developing strategies to work with others who care for children in her care, such as nurseries and schools. The childminder is very committed to the continual development of her childcare practice.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future.
- 22/12/2009

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

- organise a system to monitor each child's progress in relation to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are very effectively safeguarded in the setting as the childminder has developed and shared with parents an easily read and understood procedure which she follows to keep children safe. The procedure is securely based on local

safeguarding procedures. The childminder has attended training in keeping children safe from abuse and as a result has developed further policies, such as one covering the use of mobile phones. Children feel safe in the setting; they move freely and independently, chat happily to the childminder and seek cuddles on her lap whilst both enjoy drawing together.

Children learn to be safe through everyday experiences, for example, as they discuss crossing the road and how to use scissors correctly. The childminder completes and records daily risk assessments to ensure the environment is safe. She has taken action to minimise identified risks, for example, by covering electrical sockets and ensuring children's individual hand towels are changed on a daily basis.

The childminder attends training and uses the Early Years Foundation Stage resources to ensure her practice is effective. As a result of reflecting on her practice she regularly makes changes to improve her service, for example, she has devised her own system to observe and plan for children that reflects the individual nature of her provision.

Children settle quickly into the setting as the childminder actively encourages parents and children to call at her setting on a regular basis before placing the child so that children are comfortable and familiar with her and her family. This enables her, with the parent, to develop an assessment of where the child is in all six areas of learning and to agree a care and learning plan. Parents receive a well written and informative welcome pack which details all aspects of the provision including an easily understood explanation of the Early Years Foundation Stage which enables them to become more involved in their child's learning. The childminder has not yet had experience of working with children who receive care from other settings or professionals and although she is committed to working effectively with them she has as yet limited strategies for doing so.

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

The childminder implements effective strategies to promote all children's social, physical and economic well-being. Children thrive in the setting as the childminder ensures children have fresh air each day and that they are well nourished. She exercises good hygiene practices to minimise the risk of cross infection. The children are involved in their own care, for example, they enjoy baking activities which helps them to adopt healthy lifestyles and gain mathematical knowledge.

Children are well looked after should they become ill or have an accident as the childminder has an appropriate first aid qualification and strategies in place to ensure that medication and accidents are recorded. She has not in all instances ensured that she has written permission to seek emergency advice or treatment for children should it become necessary to do so and this is a breach of regulation.

The setting is safe, secure, supportive and generally well-equipped, which promotes the children's ability to thrive. The children develop a good

understanding of keeping themselves safe. For example, toddlers are taught how to come down steps safely and shown how to use and carry a play pizza cutter safely. Children clearly enjoy their time with the childminder and they thrive on her interaction and attention. The childminder acts as a positive role model to the children by treating them with care and respect and listening to and acknowledging their views and feelings. As a result, the children develop a sense of self-worth and confidence in their abilities. Children are well behaved.

The childminder shares warm, close relationships with the children. As a consequence, the children are secure, curious and confident providing firm foundations for their learning. The childminder uses observations of the children at play to chart their developmental progress and links these with the six areas of learning and their next steps in learning. However, as yet these are not securely linked to the early learning goals. The childminder's knowledge of the children informs her practice in such a way as to provide children with very appropriate challenges. The children also benefit from a wide range of activities outside the home to help them develop their understanding of the wider community.

The children have lots of opportunities to express their own thoughts, using creative materials, such as collage, paints, chalk and gloop and by dressing up and playing with small world activities, such as trains and train tracks. The children develop excellent language skills and they use language well to explain what they are doing, to express their needs. The children learn about the world and solve problems whilst completing jigsaws, building with construction toys and using equipment that operates in different ways. The children have lots of opportunities to enjoy physical exercise, for example, as they visit local parks and toddler groups these activities contribute to the children's good health and physical 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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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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