

Inspection report for early years provision

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Inspection date	15/06/2010
Inspector	Victoria Gail Halliwell
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 2009. She lives with her partner, three adult children and younger child aged two years, on a large residential estate in Atherton, Manchester, close to shops, parks and public transport links. The ground floor of the childminder's house is used for childminding and toilet facilities are located on the ground floor. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for three children in this age group, some attending on a part-time basis. She also offers care to children aged from five to 11 years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is available to provide care each weekday on a full-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are appropriately met by the childminder, who knows the children well and respects their individual personalities. Children are warmly welcomed into a stimulating and child-centred environment, and benefit from a good range of interesting activities and experiences that help them make progress. Some records of children's learning and development are maintained but these are not fully developed. Relaxed and informal relationships with parents facilitate a daily exchange of information, and help promote continuity and ensure children's care needs are met; although, little information is exchanged in relation to children's learning and development. Partnerships with other providers delivering the Early Years Foundation Stage are emerging, but are not fully established. The childminder has secured improvement since the last inspection and is beginning to reflect on her practice, but does not yet evaluate the effectiveness of all aspects of her provision.

What steps need to be taken to improve provision further?

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

- analyse observations to help plan children's next steps, and develop records of children's learning and development, to clearly show their continued progression towards the early learning goals, given their starting points
- provide opportunities for parents to review and contribute to their child's learning and development record and liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity in children's learning and development
- further promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and the reason

for these, and help children to learn to value aspects of their own and other peoples lives

- implement a system of self-evaluation to identify strengths and further priorities for development that will improve the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded. The childminder has a satisfactory knowledge of possible signs and symptoms of abuse, and with the help of written documentation is able to implement appropriate procedures to protect children from possible harm. Children's safety is also ensured within the childminder's home because the childminder routinely completes a risk assessment, and takes appropriate action to minimise any potential hazards. Consequently, children move freely and safely around the childminder's spacious home, making informed choices about what they play with and where they play.

The childminder is beginning to reflect on her practice and has made significant improvements in respect of the actions raised at her last inspection. She has increased her knowledge of the statutory framework for the Early Years Foundation Stage. Consequently, records required for the safe management of the provision and to meet the individual needs of the children, are now satisfactorily maintained. Parents are now adequately informed about the procedure to be followed if they have a complaint, and the childminder's certificate of registration is displayed. In addition, the childminder has taken some steps to increase her knowledge and understanding of the learning and development requirements, and has started to complete observational assessments on the children in her care; although, these records are not yet fully developed. The childminder has secured additional training to further improve her knowledge of planning, observation and recording and has identified this as a key area for future development. However, systems to independently evaluate all aspects of the provision have not been established.

The childminder provides an inclusive service and all children are warmly welcomed into her home. Information about children's cultural needs and backgrounds is routinely requested from parents, who are encouraged to complete an 'all about me' booklet provided by the childminder. Parents and carers are welcomed into the childminder's home and mutually respectful relationships are evident. Information about how children have spent their time and key details about children's personal, social and emotional development, such as toilet training, are shared verbally. However, partnerships with parents are not fully developed. Consequently, too little regard is given to information from parents about children's learning and development, and parents do have opportunities to review and contribute to records of their child's learning and development. Partnerships with other providers delivering the Early Years Foundation Stage to children are emerging; however, information tends to focus on general care needs and little emphasis is given to individual learning priorities.

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

Children's welfare is appropriately promoted by the childminder who knows individual children well and takes great care to agree individual care arrangements with parents, consequently, children rest, sleep and eat in accordance with their individual routines. Children are well nourished by the childminder who encourages children to eat a varied selection of healthy and nutritious meals and snacks. The childminder is a positive role model, and children are learning the importance of socially acceptable behaviour as the childminder gently explains they have to share resources and take turns. Children are encouraged to develop a positive and caring attitude towards others, but opportunities for children to learn about and appreciate their own and others' cultures and beliefs, are limited.

The childminder's home is very well resourced. Children benefit from a good range of activities and experiences that interest them and help them learn valuable skills for the future, as they make progress in all six areas of learning. The childminder's garden is also well resourced and provides additional learning opportunities. Children have access to sand and water play, and have regular opportunities to move freely and to practice and refine their physical skills, such as balance and coordination, as they learn to manoeuvre and control outdoor toys. Creative activities, such as painting pots before planting sunflower seeds, are also organised outdoors. The childminder provides a varied weekly routine and attends a number of groups which offer opportunities for children to socialise with their peers. She has recently taken a more active role and contributes to activity planning within the groups. She further extends planned activities with the children in her own home using themes and topics, for example, under the sea and mini beasts.

The childminder is broadly aware of children's individual abilities and key priorities for development, particularly in relation to children's personal social and emotional development, which she fosters appropriately. For example, the childminder effectively supports children who are unsure in group situations, providing reassurance until children feel confident, and supporting them as they learn to build new relationships; although, this is not fully reflected in children's records. The childminder understands that all children make progress at different rates and spontaneously adapts activities and ensures each child is well supported. For example, providing assistance to help a child complete a simple puzzle or providing more challenging puzzles according to individual capabilities. Since her last inspection, the childminder has started to complete observational assessments, however, these do not fully reflect what the childminder knows about individual children, as they sometimes lack meaning and do not securely identify the next steps in children's learning. In addition, details of children's starting points are not included in records of their development. Consequently they do not provide a clear record of children's continued progress or highlight areas where children need additional support.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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