

Inspection report for early years provision

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Inspection date	04/12/2009
Inspector	Nighat Ghani
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 husband and two daughters aged three and five years. The family have two dogs, a cat and three guinea pigs. They live in a house in Stretford, Manchester close to local amenities. The whole of the ground floor is used for minding children; this includes the living room, dining room and kitchen. The bathroom facilities are on the first floor. There is a fully enclosed garden available for outside play. Access to the premises is suitable for people with disabilities.

The childminder is registered to provide care for a maximum of four children under eight years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are two children on roll. The childminder collects children from the local school and attends toddler groups on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a relaxed and homely environment. The childminder has a sound awareness of the Early Years Foundation Stage (EYFS). As a result, children make good progress in their development and enjoy the suitable range of activities, which helps them develop skills for the future. Professional relationships have been established with parents to promote security and consistency in the children's lives. The childminder demonstrates a positive attitude towards continuous improvement, and recognises that key areas for further development centre around procedures for self-evaluation, planning and developing further links with parents and other providers of the EYFS.

What steps need to be taken to improve provision further?

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

- improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- work in partnership with parents and other providers by involving them in children's continuous learning and development
- develop procedures for evaluating the provision to identify its strengths and weaknesses, and use this information to secure continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are cared for in well-maintained, spacious and clean premises. A wonderful room creates a welcoming, informative, warm and friendly atmosphere

for children and parents. Children's art work, photographs and colourful posters are attractively displayed around the room, which develop children's sense of belonging. Resources are attractively stored on low shelves so that children are able to make independent choices. Children are provided with a range of age appropriate activities and experiences to ensure that they are making good progress.

The childminder has a sound understanding of her role in safeguarding children, and is fully aware of the procedures to follow should a concern arise. Comprehensive risk assessments are in place to ensure appropriate actions are taken to manage and eliminate risks to children. The childminder has produced her own written policies and procedures, which are reflected in her practice and effectively shared with the parents. She is able to talk about her strengths and weaknesses but has not yet developed a process so that she can analyse what is needed to secure further improvements. She is committed to meeting children's individual needs and has identified her training needs.

Children benefit from the close links the childminder has formed with the parents. Parents are requested to fill in the 'All about Me' document which includes information about the children's home language, likes and dislikes, interests, and next steps in their learning upon entry. The childminder works closely with the parents to provide continuity of care for the children, and this helps them to be confident and independent. However, systems are not in place to involve parents and other providers in each individual child's continuous learning and development.

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

The childminder has a sound knowledge of the learning and development requirements which has a significant impact on children's progress. She knows the children very well and talks about their different personalities and needs. As a result, she is able to identify their developmental needs. She is keen and eager to learn, and is developing written observational assessments on the children. She is able to identify children's next steps, but these are not taken into consideration when planning to ensure that children's individual needs are met. She understands that this area needs to be developed further and has already booked herself on to the relevant training course. Children are extremely happy and they relish their time within the setting.

The childminder spontaneously provides children with a suitable range of worthwhile activities that cover the six areas of learning. Children's learning is supported through encouragement, praise and role modelling. Routines include a balance of child-initiated and adult-led activities. The childminder talks to the children throughout the day. They are beginning to understand and respond to simple questions and sentences, and to express their needs. As children share story books and listen to rhymes the childminder introduces them to new words, helping to build up their understanding of language. Children have plenty of opportunities for mark-making using pencils, crayons and a range of paper. The childminder continually asks questions to raise each child's awareness of numbers.

For example, when playing in the garden the children are encouraged to collect pegs from the grass;; they count them and put them in to their wheel barrow. They talk about the different colour pegs they have collected and group them according to the colours. Children help the childminder to fill the water tray by estimating the number of watering cans they will require to fill it up.

Children have opportunities to build using a range of construction kits, thereby developing their classification skills. They are heard spontaneously counting to 10, and name colours and shapes as they play. By completing inset puzzles the children are learning about spatial awareness and how to recognise shapes. By threading beads and buttons they are beginning to understand the concept of patterns. Children explore different materials as they make models and create collages. They engage in role play and small world play, helping them to develop their language and imagination. Children's knowledge and understanding of the world is promoted as the childminder talks about the different seasons with them; they create a large autumn tree with the leaves they have collected on their walk to the nursery. They are becoming aware of life and death as they talk about their guinea pig who was very poorly and died later on. Children's awareness of diversity is also promoted as they celebrate different festivals and have opportunities to taste food from around the world.

Children's health is promoted through the nourishing meals and snacks provided. The childminder prepares balanced menus; as a result children relish the freshly prepared sandwiches, and slices of cucumber, carrots and tomatoes. Clear systems are in place to ensure that all meals comply with special dietary requirements and parental wishes. Children are able to have a drink whenever they need as their drinking bottles are readily accessible. This ensures their energy is replenished at all times. Children receive lots of praise and recognition for their achievements, which boosts their confidence and builds their self-esteem. Children are set clear boundaries. The consistent use of warm positive language and good explanations, helps children to learn to manage their own behaviour by understanding the difference between right and wrong. As a result, children are happy and cooperate well.

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	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	3
The effectiveness of partnerships	2
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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