

Inspection report for early years provision

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Inspector	ISP Inspection
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 2010. She lives with her partner and two children in Tameside. The rooms and areas of the house used for childminding are the lounge, dining room, kitchen, upstairs bathroom, two rear bedrooms and back garden. The childminder provides an out of school service from local primary schools. There are no pets in the household. The childminder is registered to care for a maximum of four children under eight years at any one time. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, three of whom are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and settled. The childminder has a good understanding of the Early Years Foundation Stage framework. She helps children to learn through talking to them and skilfully asking them questions. Detailed observation and assessment arrangements help children make good progress. Children's safety and welfare is promoted effectively and their individual needs met well. All documentation is in place. The childminder demonstrates strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- improve opportunities for babies to develop their senses through exploring natural objects and textures
- increase resources reflecting all aspects of equal opportunities in order to develop children's awareness of diversity and the wider world

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted effectively through detailed written risk assessments to the premises and outings and daily checks carried out to all rooms used by children. Extensive safety measures are in place to create a safe and secure environment, such as, socket covers, safety gates, cupboard locks and smoke alarms. An emergency escape plan is in place and practised regularly with children contributing to their safety while on the premises. Space and resources are organised well to allow all children to move around freely and safely. All documentation is in place to ensure the safe and efficient management of the provision. For example, the daily register is maintained, the childminder has a valid first aid certificate and parents consent for emergency medical treatment is obtained. Children are protected well through the childminder's knowledge and

understanding of her role in child protection and her awareness of the vetting of household members. The childminder demonstrates strong capacity to continually improve the service provided as she identifies areas for development through continually self-evaluating her practices. For example, she has recently created more space for children to play by removing some furniture from the lounge and introduced low baskets and containers to enable children to easily access play resources. These improvements greatly increase children's safety and enjoyment while at the setting. The childminder remains enthusiastic and motivated through loving childminding. Feedback is sought from parents as the childminder asks parents if they are happy with the care. Plans for the future are well-targeted to bring about further improvement and the childminder is committed to attending ongoing training to increase her knowledge and skills.

A working with parents policy is in place and clearly states 'I aim to work in partnership with parents to meet the needs of children'. For example, when introducing weaning onto solid food, parents are consulted and methods discussed and agreed in order to ensure consistency and continuity for the child. Children are valued as they are gradually admitted to the setting through visits with parents to help them settle in at their own pace. Parents are involved in children's learning and development through the sharing of observations at any time. New parents receive a wealth of information in the form of a new starter pack containing a comprehensive range of policies, menus and activities. Relevant information recognising the uniqueness of each child is obtained from parents, such as favourite food, likes, stage of development and family members. Children's individual needs are discussed with parents and recorded on entry profiles including health and dietary needs.

Children respect people's differences through the childminder talking to them to promote respect and understanding. Diversity is valued through the use of thinking cards with children who have English as an additional language in order to support their communication. However, play resources reflecting aspects of equal opportunities are limited hindering children's awareness of the wider world. All children are included in activities through the childminder changing or adapting the way play is provided to suit all children. The childminder has established good links with local schools and nurseries providing the Early Years Foundation Stage framework through sharing activities in order to promote progression and continuity of care and learning. The childminder understands the benefits to children of working with other agencies by sharing information to help all children achieve and progress.

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

The childminder helps children to learn by talking to children and skilfully asking them questions, such as 'what colour is it?' She provides a colourful and welcoming environment for children covering all areas of learning, such as, construction, role play and books. The childminder finds out what the child can do on entry to the setting and ensures each child makes good progress through detailed observation and assessment arrangements. For example, young children confidently use simple

statements, such as, 'little spiders' and 'you get it'. They enjoy being outdoors and show interest in the world as they pick apples from the trees. They seek to do things for themselves as they put on their coat and feed themselves with a spoon. Children respond well to simple instructions and babies develop awareness of themselves as the childminder asks 'where are your eyes?'

The childminder helps children to learn how to keep themselves safe through appropriate discussions. Children show they feel safe as they move around safely and confidently. Children benefit from fresh air and exercise everyday and children understand the importance of hand washing as the childminder explains it's to get rid of germs. Children are excluded if they are ill and thorough nappy changing routines and individual hand towels help prevent the spread of infection. Children make healthy choices at meal and snack time, such as, fruit and yoghurts. Drinks are freely available throughout the day keeping their bodies healthy and hydrated.

The childminder treats children with kindness and consideration and as a result, children have fun and enjoy themselves at the setting. Children are active and independent learners as they freely choose resources and successfully help to tidy up, although, opportunity to explore natural objects and textures are limited for babies. Children enjoy positive relationships with the childminder as they often enjoy hugs and cuddles. Children feel a sense of belonging as they enjoy having their favourite toys and comforters at the setting. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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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