

Inspection report for early years provision

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Inspection date	06/12/2010
Inspector	Shazaad Ashad
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 2010 and she lives with her husband and three children aged nine, five and two in the New Moston area of Manchester. The whole of the ground is available to children. There is a secure garden available for outdoor play. The childminder's home is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of whom may be in the early years age range. There are currently three children on roll of which two are in the early years age range. Care is also provided to children over five years of age. When working with the assistant she is registered to care for maximum of six children under eight years at any one time, no more than four of whom may be in the early years age range and two under one year. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. During this inspection, there were no children present.

The childminder has the Post Graduate Certificate in Education and is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates through discussions and documentary evidence that the individual needs of the children in her care are adequately met and that she provides a fully inclusive service. She demonstrates a sound understanding of the learning and development requirements in the Early Years Foundation Stage. The childminder successfully promotes children's welfare and provides a caring and safe environment. The partnerships with parents are developing as arrangements are new and there are developing systems in place to develop effective partnerships with other providers. She has recently started the process of self-assessment and at the present time it is not fully developed to clearly show areas for improvement and development.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to maintain improvement in the setting
- develop further the assessment procedures so that these show children's starting points and how they are used to plan the next steps for each child.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder can recognise the signs and symptoms that may cause her concern. She has clear procedures to follow and has implemented her procedures effectively to follow up on previous concerns. There are systems in place for dealing with complaints and the childminder makes sure parent know how to make a complaint. The house, garden and equipment used by children and the outings undertaken are sufficiently risk assessed. The childminder has started the process of self-evaluation and has identified further training in the area of planning. However, at present it does not sufficiently identify all areas of improvement.

The childminder has a wide range of resources which are age- appropriate and accessible. For example, children can access a good range of books, toys and games from the low-level storage boxes in the designated playroom. The childminder promotes inclusive practice through ensuring children feel welcomed, settled and enjoy their learning experiences in her home. However, resources which depict positive images of other cultures and beliefs are limited.

The childminder works sufficiently well in partnership with parents. Parents are kept adequately informed about what their children are doing through daily discussions, daily diary and being able to see observations of the children's development. They are asked to share details with the childminder that will help her to care for them, such as full details of what children like to eat as some children are not permitted to eat certain foods on religious grounds. The childminder works closely with parents on issues such as potty training. Children are encouraged to bring toys from home should they wish to and this helps parents and the childminder to work together and aid children's learning. Links with other settings that children attend are developing and the childminder has plans to work in closer partnership with the schools prior to having the children during school holidays.

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

Through discussions and photographic evidence children enjoy a wide range of activities linked to all areas of learning. The childminder undertakes useful observations of their progress and identifies some extension activities that help them to progress. She has access to tracker sheets to check that she covers the early years curriculum and to ensure children have a broad and balanced learning experience. She has very recently started to use her development files and subsequently there are some weaknesses in relation to accurate recordings of children's starting points and their next stages of development. Through discussions the childminder demonstrates that children's time in the childminder's care is flexible, varied and ensures they are active. For example, they spend time

in the outdoors and go to the local play areas during the inclement weather. During better weather the childminder explains through discussion that children learn about where food comes from as they are involved in planting tomatoes and other items in the garden. These foods are used by the childminder when preparing meals for the children and this promotes their good health. For example, children eat healthy snacks of apples that have been picked in the garden and have plenty of fresh vegetables for their lunch. The childminder explains that she uses daily play to encourage children to solve simple problems and develop their counting and colour recognition skills. For example, she explains how the outdoor area is used to think about space, measurement, counting and balance during the use of the large physical play. She explains how she helps children develop their creative skills through painting, collage, card making and role play. She ensures that her routines allow for children to show a keen interest in numbers and letters, colours, shapes, singing and nursery rhymes. Through discussion the childminder explains how the big books are used to encourage interactive group socialisation and for children to recall the story. The childminder states that the vast numbers of books are used as an integral part of the play process so helping to promote children's development in communication, language and literacy. All the children have access to a sound range of appropriate technology toys that help them develop increasing skills.

The childminder explains that children gain a sense of belonging as they have their own toothbrushes and favourite toys. Through discussion the childminder promotes positive behaviour methods through the use of consistently praising children; this encourages them to behave well and promotes their self-esteem, for example, when she encourages siblings to learn to share and help each other so they can feel proud of their achievement. Effective hygiene routines promote children's good health. Young children understand they need to wash their hands after going to the toilet and have antibacterial liquid soap readily available. Individual toothbrushes are available and children are learning about dental hygiene. The poster in the bathroom further reinforces the need for children to understand hygiene. Children respond positively to the hygiene procedures as they learn and become aware of the transfer of germs. Children start to learn about aspects of managing their own safety, for example, children play safely outdoors and follow the rules for their own safety indoors.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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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