

Inspection report for early years provision

Unique reference number	EY414629
Inspection date	11/01/2011
Inspector	Wendy Fitton
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 lives with her husband and two children aged six and two years. The premises are in the Ramsbottom area of Bury in Lancashire; within easy reach of public transport, shops, parks, schools and community resources.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. Children access most areas of the house apart from bedrooms on the first floor. There is a rear garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years. There are currently two children attending in the early years age range. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has some knowledge and understanding of meeting children's individual needs. Children make satisfactory progress towards the early learning goals, however the planning, observations and assessment procedures for individual children are in the developmental stages. There are positive relationships with parents to engage them in aspects of the organisation and keep them up to date and informed of their children's routines. Policies and procedures for the safe and efficient management of the provision are in place and support children's safety and well-being. The system for self-evaluation to identify priorities for future targets and to maintain continuous improvement is developing.

What steps need to be taken to improve provision further?

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

- develop further the system of self-evaluation in order to help to promote continuous improvements to the provision and outcomes for children
- continue to improve understanding of the early learning goals as well as observational assessment and planning to meet each child's needs.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded because the childminder is aware of her role and responsibilities to protect children from any harm, as she follows the local safeguarding procedures. She has a written policy that includes information for parents in the event of any allegations against the childminder. There are systems in place to manage and eliminate risks and children are secure in the premises.

The deployment of resources is satisfactory. Policies and procedures to satisfactorily maintain children's health, safety and well-being are in place. Children understand the importance of keeping safe and learn about road safety. They wear reins when walking outside and know to close the safety gates across the kitchen and the stairs. Children are safe in the setting through the placement of safety equipment. For example, smoke alarms, window locks and safety gates. Children feel safe and are comfortable in the environment because of the reassurance and encouragement from the childminder. They are confident to play and approach the childminder for any support. The environment is planned to enable the children to move and use suitable equipment, furniture and toys to support their development.

The childminder shows commitment to supporting and enabling children to develop and learn and is actively using the Early Years Foundation Stage Framework documents. She has made links with her local childminding development worker and a local support childminder, and has contact with other childminders at the toddler groups. The childminder recognises some strengths and weaknesses. However, the system of self-evaluation in order to promote continuous improvement of the provision and outcomes for children is still developing. The childminder has established effective partnerships with parents. She gathers all the relevant details of individual needs and has a written record sheet. She talks to parents on a daily basis and completes a daily communication sheet. Parents have access to all policies and procedures and they sign and acknowledge the procedures to ensure they are well informed. All families are welcomed and included in the organisation. Parents are encouraged to ask questions and help their children to settle through initial visits. Children have easy access to all toys, activities and facilities and learn about their local community and differences in people around them.

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

Children are happy and secure and enjoy their time in the childminder's care. She has created a calm, welcoming environment where children are encouraged to develop. She talks to and reassures children throughout the day and works to a flexible routine so children feel a sense of belonging. The childminder has sound knowledge of child development and provides a range of experiences and learning activities. Children attend local toddler groups, visit parks, go shopping and access a selection of toys and resources in the home environment. The childminder gathers 'all about me' information from parents in order to plan for children's individual needs and interests. The system for planning, observation and assessment is in the early stages and the childminder is wishing to further develop her own knowledge and understanding of the early learning goals; in order that children make progress to their full potential.

Children's personal, social and emotional needs are met through experiences and activities within their local community. They socialise with other children at the toddler groups and have confidence to explore and investigate their indoor and

outdoor environment. Children feel secure as they are given reassurance and close physical contact from the childminder. They are motivated to make choices from the toys and equipment as they learn to crawl, reach and move to access the resources. Children develop their speech and language through explanations of what is happening next in the routines. They enjoy talking about pictures and objects in books and participate in action rhymes. They develop their mark-making skills as they use various tools and mediums when painting, drawing and doing crafts.

Children learn about numbers through their daily activities, counting on their fingers during number rhymes, counting stacking toys and using the abacus. They find out about technology toys and how to operate buttons, knobs and musical toys to activate sounds and lights. Children develop their physical skills through exercise at parks and activity groups. They learn about their local environment and the people around them. For example, they collect leaves during autumn, they help with shopping at the local supermarket, they observe the different types of transport on the roads and see lots of different people in their own community. Children enjoy opportunities to develop their creative and imaginative skills. They attend messy play sessions at their local children's centre where they use scissors, glue and collage materials to create their own pictures and models.

Children are provided with a healthy balanced diet and learn about being healthy. They enjoy home-cooked meals, regular snacks and drinks according to their individual dietary needs. Children learn about being healthy and active as they participate in baking days and go to markets. They learn about different fruits and vegetables and about different tastes and what is good for you. Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. They follow basic house rules and look after each other. They know that hurting another child will not be tolerated. The childminder works to positive strategies allowing children to calm down and move away from what is causing the concern. Children understand the importance of sharing and taking turns. The childminder presents as a good role model who is calm and sensitive to all needs.

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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