

Inspection report for early years provision

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Inspection date	01/07/2011
Inspector	Cathleen Howarth
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 registered again in 2010. She lives with her husband and adult son, in Chadderton, Oldham. Most of the childminder's home is registered for childminding with the exception of the bedrooms on the first floor. There is provision for outside play in the back garden.

The childminder provides care on weekdays from 7.30am to 5.30pm. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years, of which, no more than three may be in the early age range at any one time. Currently there is one child on roll in the early age range. She sometimes cares for grandchildren, which impacts on the number of children she can care for.

The childminder walks to local schools to take and collect children and she uses local toddler groups and playgroups.

The childminder is an experienced nursery nurse and holds an early years level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is the childminder's first inspection after re-registering and a distinct feature is the childminder's confident and well-considered approach in supporting children to make good progress towards the early learning goals in all areas. The childminder keeps parents informed about their children's welfare, learning and development. Inclusive practice is firmly embedded in all aspects of the provision and, as a result, children's individual needs are well met. Overall, reflective practice is effective and the childminder has good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- extend systems for self-evaluation, in order to identify and prioritise aspects of the provision to be developed in the long term.

The effectiveness of leadership and management of the early years provision

The childminder's in-depth awareness of safeguarding issues is good. She fully understands her role in child protection, including the procedures to follow should a concern arise. The regulator, Ofsted, has vetted and cleared adults in the

household and confirmed their suitability, which is available for parents to view in the childminder's well-maintained portfolio. Detailed risk assessments are well maintained in order to minimise potential hazards to children.

The childminder is well qualified and through informal systems keeps up to date with childcare practice. For example, through contact with former colleagues. The effective deployment of resources, in addition to the physical layout of the setting, meets the needs of children well and clearly enhances their experience at the setting. As a result, outcomes for children, with regard to their welfare and achievement, are good.

The childminder places the promotion of equality of opportunity at the heart of all her work. She has secure knowledge of children's background and needs and knows how to narrow any achievement gaps. As part of the continuous provision children have easy access to relevant toys, materials and books, which positively promote diversity and inclusion, such as storytelling.

There are effective systems in place that demonstrate reflective practice. For example, the childminder is an experienced nursery nurse who evaluates children's activities and plans to support children to take the next step in all areas. However, there are limited systems in place that identify and prioritise aspects of the provision to be developed in the long term.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is good. Parents are routinely involved in decision making on key matters affecting their children through well-established procedures, which effectively promotes children's continuing care.

Relevant information can be shared with other Early Years Foundation Stage providers to promote a seamless approach to delivering the Early Years Foundation Stage framework. The childminder demonstrates a high level of awareness to provide for children with special educational needs and/or disabilities.

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

The childminder has secure knowledge and understanding of the Early Years Foundation Stage. She promotes children's learning and development well through systems that show children's individual progress is good in relation to their starting points and capabilities. Teaching methods are effective and when required the childminder maintains children's attention by effectively engaging with them through storytelling and play. Children are encouraged to have a go and, as a result, they are confident learners who have developed a positive attitude towards learning.

The childminder is genuinely loving and affectionate towards the children, who are appropriately hugged and cuddled. This helps them to develop a strong sense of belonging and positively promotes their self-esteem. As a result, children feel safe

within the setting. The very young show this through their body language and when they settle quickly. They are also confident to play on their own.

There are good opportunities for children to engage in a wide range of physical activities, both inside and outside. For example, when babies kick and stretch freely on their tummies and back, and when they develop fine movements of their fingers and hands to grip, twist, bang and make marks. Healthy eating is positively promoted and children are encouraged to eat a varied and balanced diet, such as muesli for babies, yoghurt and fresh fruit, such as bananas. Water is always available for children to drink independently from the feeder cups.

Children are highly valued and they are fully included and involved. As part of the continuous provision children have easy access to a broad range of toys, materials and books, which positively promote diversity in the wider community. For example, gender, disability, ethnicity and culture. Some examples include food tasting and playing with musical instruments.

In relation to their age and stage of development, children's progress in the six areas of learning, including the use of technology, is good. For example, children learn about cause and effect when they press buttons and turn dials on the activity centres. They are inquisitive learners who show a natural desire to explore and examine their environment and resources, which are thoughtfully laid out on the floor for children to self-select.

Overall, children have great fun at the setting and they are engrossed in their play. The very young communicate their needs well and in various ways. The childminder always responds enthusiastically and appropriately. She sits on the floor at children's level to encourage them to use what they know and to learn more. The children's faces light up when the childminder uses cuddly toys to play hide and seek. Children examine and play with natural resources, to encourage them to use all their senses. A relevant example includes texture and the use of different materials. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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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