

Inspection report for early years provision

Unique reference number	EY420915
Inspection date	24/05/2012
Inspector	Ingrid Szczerban

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 2011. She lives with her husband and child aged nine years in Whitefield, Manchester. There are shops and schools within walking distance. The whole of the ground floor, except for the second lounge, is used by children. There is an enclosed garden for outside play. The family has a dog and a tortoise.

The childminder is registered to care for a maximum of six children under eight at any one time, three of whom may be in the early years age range. She is currently caring for three children in this age group. She takes and collects children from school, and regular outings to parks, toddler groups and a local children's centre are undertaken. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well; children are very much valued and respected as individuals and effective relationships with parents are established. There are mostly good systems in place to promote the welfare needs of children. The childminder assesses the effectiveness of the setting well and areas for improvement are accurately identified. A good capacity to continuously drive improvement is demonstrated in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- expand further children's understanding of world with regard to plants to enable them to observe change over time.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the main. All adults in the home have appropriate checks and the childminder has a clear understanding of how to report any concerns she may have about children because she has undertaken safeguarding training. She keeps accurate documentation relating to accidents and medication.. Comprehensive written risk assessments are effectively implemented by the childminder to ensure that children are kept from harm. She holds a current first aid certificate and seeks all necessary written consents from parents.

The home is clean, warm and well maintained. Individual towels are provided for

children's use to prevent the risk of cross infection, and a clear sickness policy is implemented. Toys are very well organised at a suitable level for the age and stage of each child so that they can access appropriate resources safely and independently. This results in children being autonomous and self-assured in the childminder's home.

The childminder manages her provision well. She uses effective means to evaluate and improve the service she provides. For example, she seeks advice from the children's services department and meets with other childminders to share information. Since she was registered the childminder has extended her home to make more space available for children and has enrolled on further training. Future plans for development include engaging children in planting and growing activities in her garden. The childminder seeks the views of parents in questionnaires and she uses her observations of children to plan activities that they enjoy.

Relationships with parents are effective. The childminder gathers information about children's routines from parents, enabling her to effectively meet children's individual needs and to help settle them in successfully. Parents are informed of their child's daily activities verbally and there are good systems in place for progressing learning between the childminder's setting and home. The childminder sends home the children's development files every month so that next steps in learning and how these can be achieved are shared. In questionnaires parents confirm their satisfaction with the service, and the childminder makes suitable arrangements to meet their needs, such as increasing hours when needed. None of the children who are cared for currently attend any other settings delivering the Early Years Foundation Stage.

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

Children make good progress in their learning and development. Accurate observations and assessments are made by the childminder in the development records. These include what children are interested in, what they are learning, and their individual next steps for progression. There are good systems in place to ensure that the six learning areas are consistently covered.

Children are happy and settled in their relationships with the childminder. Toddlers feel safe because she tends to all their care needs and they rest according to their individual needs so they wake refreshed. Children get on well together and clearly enjoy each other's company. Shy children gain good levels of confidence as the childminder encourages them to play and share with others and she takes them to toddler groups. Children learn good self-care skills, such as toilet training, because the childminder reminds them periodically to use the potty. She also teaches them about safety very well. She explains why they must tidy up the toys scattered around the floor and why they must not run in the house. Regular fire drills are practised with children, and on outings they learn about safe places to cross roads and how to watch for cars.

The childminder supports children's communication and language development

very well through high levels of interaction with them as they play. They use glue to stick cut-out catalogue pictures of familiar objects onto paper, which the childminder helps them to name. So they increase their vocabulary and learn to control their fine physical movement. The childminder follows children's interests well. When they bring to her the figure of a princess, she links this to a story which she reads for them about a princess, a castle and a queen.

Everyday situations are used well by the childminder to promote understanding of matching and sorting. For example, when the children use coloured pencils and crayons the childminder teaches them to match the colours of their clothing. The children learn well about nature and its life cycles, as they observe the transformation of mini-beasts from caterpillar to butterfly and then release them with the childminder. However, this does not yet include examining change over time, for example, by growing and learning about plants. Children are taught to value their own customs and culture as well as those of others. Festivals from around the world and the children's birthdays are celebrated with special foods and presents.

Children love to be active, and healthy lifestyles are promoted well. The childminder spontaneously sings a song to encourage their exuberance in movement as they hop around the room. The children learn to jump, climb, run, and balance, and how to throw, catch and kick balls because they play in the garden or the park every day. Parents provide meals for their child, and the childminder gives snacks which include fresh fruit and water to drink. The children will learn where food comes from when they help to tend the recently completed fruit and vegetable plot in the garden.

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	3
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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