

Inspection report for early years provision

Unique reference number	EY426244
Inspection date	02/11/2011
Inspector	Anne Archer
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 2011. She lives with her husband in Sale, Greater Manchester. The ground floor rooms of the childminder's house are used for childminding and there is a rear garden for outdoor play. The childminder has a pet dog and a rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children under eight years, including, three in the early years age group. She is currently caring for two children in the early years age group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a relaxed yet stimulating environment where children's development and well-being are well supported. Safeguarding systems are secure and partnerships are generally effective. The childminder is very aware of the children's individuality and she works hard to maintain their routines. She uses self-evaluation to reflect on her developing childminding practice and her keenness to attend further training to support her provision confirms her commitment to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve further opportunities for parents to contribute to their children's on-going assessment by sharing what they know about their child's development and learning.

The effectiveness of leadership and management of the early years provision

The childminder is committed to providing the best possible service she can for the children in her care. All aspects of safeguarding are thorough and enable her to keep the children safe. She checks the identification of visitors and has well thought out procedures in place for child protection and missing and uncollected children which take account of advice from her local Safeguarding Children Board.

The childminder shares her complaints procedure with parents and assesses all outings and venues for potential hazards before taking the children. The childminder's premises are well suited for childminding. She makes good use of the available space both indoors and outside to enable her to provide a stimulating

learning environment. Resources are plentiful, of good quality and used well to support the children's development. All areas of the childminder's home and garden which are used by the children are routinely checked each day. Formal risk assessments are carried out, reviewed periodically and updated if anything changes. She has an emergency evacuation plan which she practises with the children so that they become familiar with the routine and she can assess any potential issues.

The childminder engages with parents well. Relationships are established and ensure she is kept well informed of children's ever changing needs. Parents are kept well informed of their child's well-being and achievements through daily chats, a diary and by looking at their children's assessments. Whilst parents are regularly asked for their views on the provision, they do not always have the opportunity to fully contribute to their child's on-going assessment. Procedures are in place for sharing information with other providers and agencies. The childminder has a good understanding of each child's welfare and developmental needs, including, culture, beliefs and ethnicity. The childminder provides resources, toys and books which reflect diversity so that children learn about similarities and differences.

The childminder's ability to reflect critically on her practice and to evaluate her provision accurately shows that her capacity to maintain continuous improvement is good.

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

Children are well settled, content and they readily take part in activities and enjoy playing with a good variety of suitable toys. Activities reflect their learning needs and interests and children learn to choose what they would like to do next.

The childminder has devised a clear system for observing, assessing and planning for children's learning needs. She provides adult-led activities and opportunities for children to initiate their own play which take account of their starting points and capabilities.

Children are starting to learn the importance of adopting a healthy lifestyle through daily routines. The childminder takes effective steps to prevent the spread of infection and to care for children if they become unwell. Children learn about personal hygiene as they are supported to wash their hands, for instance, after helping to feed the rabbit or before having something to eat. Children learn to keep themselves safe by good role modelling and by the childminder pointing out potential hazards so that children start to learn to make decisions about the kinds of risk they may or may not take when they are playing.

Children are so absorbed in their play that they rarely test the childminder's boundaries but when they do they quickly take notice again due to the childminder's good child management techniques. She knows the children so well that she is able to anticipate their reactions and take effective action without

damaging their self-esteem. Young children clearly enjoy the childminder's attention, showing by their behaviour and mannerisms that they feel safe in her care.

Children engage in cooking sessions and learn to use tools properly, such as, when they help to roll out the pizza dough. They learn about Autumn as they collect leaves and make a collage with them. Children love playing in the garden or at the park. They play on the slide or the trampoline learning that they must hold on tightly to remain safe. Younger children are well supported as they develop their confidence to walk unaided. Children develop skills to support their future learning as they learn to socialise with other children and find out about their local community while on outings with the childminder. They tentatively make marks on the chalk board holding a piece of chalk in both hands while they decide which hand takes preference. They enjoy looking at favourite books and joining in with the actions as the childminder sings familiar songs and rhymes.

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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