

Inspection report for early years provision

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Inspection date	08/02/2012
Inspector	Joanne Ryan
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 partner and two children in Tameside, Manchester. The childminder is registered to care for four children under eight years at any one time, of whom no more than two may be in the early years age range. The rooms and areas of the house used for childminding are the lounge, dining room, kitchen, two front bedrooms, upstairs bathroom and back garden. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder provides an out of school service from local primary schools. The family have a tortoise.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in their relationship with the childminder, they enjoy their time with her and make effective progress towards the early learning goals. Her documentation and safe, homely environment, ensures that children's safety and welfare is fully promoted. She is currently embedding her practice as a new childminder, therefore self-evaluation systems are in the early stages. Parents are consulted and included in all aspects of their child's care, and positive partnerships are established. The childminder builds effective partnerships with other settings in order to support children's progress.

What steps need to be taken to improve provision further?

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

- develop the processes used for self-evaluation to ensure further improvements.
- develop the resources available to children to promote diversity.

The effectiveness of leadership and management of the early years provision

The childminder has accessed safeguarding training and is secure in her knowledge of the procedures to protect children from harm or neglect. She also has a written safeguarding policy which is shared with parents. Correct procedures are followed if there are any significant concerns. This means that children are well protected in the setting. The childminder maintains records, policies and procedures required for the safe and efficient running of her provision to meet the needs of the children. Consequently, the required information is in place to underpin the care and welfare of the children.

Accurate records of accidents and medication administered to children are maintained and shared with parents. All areas and equipment used by the children

are risk assessed and recorded, along with outings. Therefore, children play in a safe environment. The childminder has started to consider systems for self-evaluation and parents' views are obtained through discussion and questionnaires. Although the self-evaluation is not formally recorded, the childminder has reflected on her practice and identified future developments within the setting. The childminder knows what she needs to do in order to develop the service and demonstrates a sound capacity to make improvement.

The childminder recognises the uniqueness and individual needs of the children that she cares for by gathering relevant information from parents and carers at the beginning of the childminding arrangements. Consequently, children feel happy and settled in her care. Parents' views about the provision are positive and this demonstrate their high levels of satisfaction. Furthermore, the childminder's consultation with them demonstrates her commitment to identifying improvements to her practice.

The childminder ensures children learn about their own and other cultures, for example, through celebrating St Georges day and Chinese New Year. However, there are limited resources within the setting which reflect our diverse society. She establishes close links with other settings who deliver the Early Years Foundation Stage to ensure she is able to complement children's care, learning and development. Good hygiene practices help to prevent the spread of infection and nutritionally balanced meals also contribute to children's well-being.

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

The childminder has a broad knowledge of the Early Years Foundation Stage framework, enabling her to plan motivating activities which capture children's interest and challenge them very well. She observes the children during their play and records her findings in their individual learning files. Observations are linked to the six areas of learning and children's next steps are identified. The childminder keeps an overview of individual children's progress. This enables her to target activities in weaker areas and therefore ensures that children make progress in all areas of learning and development.

The children are developing useful skills for the future as the childminder concentrates on their social and emotional development as well as their communication and problem solving skills. For instance, they count naturally as they play together and describe colours they are using. The childminder is alert to new words and encourages a wide vocabulary while reading books with children. Some of the children's creations are displayed on the patio window which gives them a good sense of belonging.

The childminder sits at children's level; she talks to them and gives them lots of praise for the efforts they make. As a result, children feel safe and secure. The childminder teaches children to be polite and she is a good role model. Consequently, the children follow her lead and use their good manners regularly. The childminder encourages polite interactions between the children. As a result,

children's behaviour is very good and they learn to share and play cooperatively alongside one another.

The children enjoy very good opportunities to develop early writing skills as they make Valentines Day's cards and write messages to the ones they love. The childminder effectively interacts with children during play, which contributes to the good progress they make towards the early learning goals. Children show a good understanding of healthy lifestyles and the importance of good hygiene. They wash their hands prior to lunch and enjoy regular opportunities to be physically active and go out in the fresh air, which contributes to their well-being.

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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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