

Inspection report for early years provision

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Inspection date	26/04/2012
Inspector	Kate Smith
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 one child aged one year old in the Prestwich area of Bury. The whole of the ground floor of the house is used for childminding, which, includes the lounge, dining room kitchen and conservatory. Bathroom facilities and a front bedroom are available on the first floor. There is a garden available for outdoor play. The family have two cats. The childminder is registered to care for a maximum of five children under eight years at any one time, of which no more than two may be in the early year's age range. She is also registered on the compulsory and voluntary parts of the Childcare Register. 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 welcoming, safe and happy environment for the children in her care and the children are valued and respected. The provision is enhanced by thorough policies and procedures, which promote children's welfare to a high standard. The children make good progress in their learning and feel safe and secure. Relationships between the childminder and parents and children are strong. The childminder has established good relationships with other professionals to ensure continuity in care and the ability to meet children's individual needs. The childminder has enthusiasm and a good capacity to continuously improve although she does not yet use appropriate systems for self-evaluation.

What steps need to be taken to improve provision further?

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

- develop self-evaluation processes to support continuous quality improvement
- encourage children to value and respect others further, by actively promoting diversity and differences through toys, activities and resources.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected well because the childminder fully understands local safeguarding policies. There are good procedures in place to manage any concerns she may have about children in her care. The thorough risk assessments undertaken ensure children's safety indoors, in outdoor areas and on all outings. These are supported with meticulous daily checks to identify any hazards the children may come into contact with. This further enhances the children's safety. Registration, insurance and first aid certificates are prominently displayed for parents to refer to. A visitors book is maintained and all documentation relating to children's registration details are accurately recorded. All

adults in the household are known to Ofsted and have completed checks to confirm their suitability.

Parents have signed copies of policies and procedures and are well informed about the provision. The childminder has fostered good relationships with the parents and adheres to their wishes regarding specific care, such as, food preferences to meet the needs of individual children. Children are helped to settle due to effective partnerships. Parent's comments indicate that they notice their child 'flourish and grow' a great deal in the childminder's care. In seeking continuity for children the childminder works with parents to find an effective way to help babies transition from drinking from a bottle to a cup. Parents contribute to their children's learning, as well as, discussing their individual care needs. The children's learning journey files document their development across all six areas of learning. Next steps in learning are planned well to ensure children make good progress towards the early learning goals and observations of children's learning are shown in photographs. The childminder makes good use of all available space. Resources are stored at low level so children make independent choices. The children visit the park and local shops to enhance their learning of community and the wider world.

The childminder works well in partnership with another early years setting that one of the children attends. She promotes consistency in children's learning and welfare through contributing to a multi-setting, daily diary book. She meets with other childminders and shares good practice. Visiting the local children's centre regularly enables the childminder to build up strong relationships with the staff team who give support in documenting risk assessments and planning. An effective equal opportunities policy is in place ensuring that the individual needs of all of the children are met and all children are fully included in the setting.

The childminder is enthusiastic about continuing her professional development. She understands the importance of evaluating her own provision and does this through self-reflection. However, she does not yet formalise these reflections into a self-evaluation format to ensure that her strengths and weaknesses are clearly identified and acted upon to further improve outcomes for children.

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

Children are secure and demonstrate a good sense of belonging as they confidently move around the environment making independent choices. The children develop a sense of how to stay safe as the childminder talks to them about road safety and the dangers of fire. For example, the children feel secure in expressing their concerns when they smell the 'snuff of a candle flame', and when crossing the road the children are encouraged to press the button on the pelican crossing. Fire detection equipment is fitted and checked regularly. The children take part in emergency evacuation procedures to enhance their understanding of how to keep themselves safe. The children have a responsive, trusting relationship with the childminder and are happy to snuggle into her arms and fall asleep on her lap.

The children begin to learn about a healthy lifestyle and things that contribute to this. They wash their hands during everyday routines and eat healthy foods, prepared by the childminder who respects individual, diverse needs. The children are also offered healthy snacks of fruit, bread sticks or grain bars and independently access their cups of water to maintain hydration and aid concentration. The children's climbing skills are enhanced very well through trips to the local soft play area. Currently the childminder has introduced an Olympic theme, with a scoreboard reward chart made from a recycled box. The children gain stars against physical activities and other activities they take part in. This has proved popular with the children and older children ask if they can have extra stars for helping to read to and support the younger children. Outdoor play and walks to the local park enable the children to benefit from fresh air and engage with the weather and changing seasons. The childminder identifies features in the local community and the natural world. She enhances the children's learning by creating a 'look and see' area in the back garden to encourage the children to use their senses. In the children's learning journeys photographs show the children exploring sand, pouring water, painting and playing with musical instruments created from junk modelling. Children's social skills are enhanced well as they attend a local toddler group with the childminder.

The childminder has good relationships with parents who share starting points in their children's learning. These are then built on through sensitive observation and planning next steps in learning for children's individual needs. Consequently the children make good progress in all six areas of learning. The children have consistent boundaries are encouraged to share and to take turns. The childminder praises the children and offers explanations in relation to unwanted behaviour. She acts as a positive role model to the children and is polite and calm. However, there are limited resources and images to reflect cultural differences and a diverse society to help children learn to respect themselves and each other further. The childminder sensitively supports children's independent choices. For example, she reads a story from a book chosen by the children from the low level book rack, while supporting them to continue to hold the book themselves. The childminder models cause and effect by banging the base of a large round metal tin with her hand. The children copy her actions and are thrilled with the sound they create. Enhancing the learning further the childminder bangs the base of the tin with the tin lid, creating a different sound. The children copy these actions and delight in the new sound. The childminder responds with lots of praise. This supports children's self-esteem, exploratory skills and creativity very well.

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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