

Inspection report for early years provision

Unique reference number	301216
Inspection date	16/03/2009
Inspector	Carol Ann Dixon
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1995. She lives with her husband and their two children aged 12 and 15 years in the Greenfield area of Oldham. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outdoor play. The family have a small pet dog. The property is accessible by the front entrance and is within walking distance of local schools and amenities. The childminder attends local toddler groups and regularly visits parks and the library.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding four children in the early years age range.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy warm relationships with the childminder and engage in a wide range of activities that promote their learning and development well. Relationships with parents and other providers are good and help to ensure that all children's individual needs are met. The procedures for evaluating the care and learning provided are effective and the childminder demonstrates a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- consider how to implement a systematic approach to monitor children's progress across each of the areas of learning over a period of time
- continue to develop quality improvement processes to identify strengths and priorities for development and consider how parents and children's views may inform this.

The leadership and management of the early years provision

The childminder attends relevant training, in order to improve her knowledge and to enhance the quality of care provided for children. The recommendation from the previous inspection to maintain a valid first aid certificate has been fully addressed. Since attending training on the Early Years Foundation Stage, the childminder has reviewed her approach to planning to ensure that a balanced range of activities is offered across each of the areas of learning and good use is made of observations to help children progress well in their learning and development.

The childminder meets regularly with other childminders and a local authority development worker to help her to reflect on her own practice and identify areas

for improvement. However, opportunities for parents and children to be meaningfully involved in providing feedback about her service have not yet been developed.

Partnerships with parents and other providers help the childminder to effectively meet children's individual needs. The childminder encourages new parents to share information about their child, so that she is fully informed about their daily routines and starting points. In addition, each child has a folder containing photographs, examples of work and observations. Parents are well informed of their child's achievements and progress through verbal exchanges with the childminder and access to their child's development folder. However, methods to rigorously track children's progress across each of the areas of learning are not yet fully implemented.

The childminder implements a comprehensive range of policies and procedures, to ensure that children are safe and well cared for. Parents are provided with copies of these so they are well informed of the childminder's responsibilities. Information about the activities children have been involved in is also recorded in a daily diary which parents can view when they collect their child.

The childminder undertakes a formal risk assessment within her home, garden and when taking the children on outings. Good use is made of the available space within the home and children move confidently and with ease around all areas identified for their use. The childminder has attended training to update her child protection knowledge. She is aware of the signs and symptoms of child abuse and holds the contact numbers to refer any concerns she may have regarding a child in her care. All childminding records are maintained in accordance with requirements.

The quality and standards of the early years provision

Children are happy and comfortable in this warm and welcoming home where they have a sense of belonging. They recognise their own coat hook and understand that this is where they should hang their coat when they come in from outdoors. They receive a high level of individual time and attention from the childminder who knows each child well. Children enjoy making independent choices about the resources they wish to use when choosing from the low level shelving or storage boxes which are accessible to them.

Children benefit from a range of activities and outings which meet their individual needs. They enjoy visits to the park and toddler groups which enable them to socialise with other children. Daily walks in the local community provide children with opportunities to learn about the world around them and explore a wealth of living things. They feed the ducks and pigs and collect frog spawn which they place in the pond in the childminder's garden. They take delight in observing the life cycle changes and then returning the frogs to their natural habitat.

The childminder actively ensures all children learn about keeping themselves safe.

As children walk to and from school they learn how to cross the road safely, knowing that they must stop and hold hands when they cross the road. Regular fire drills are practised so children are familiar with the action they should take in an emergency. Praise is used very well and as a result children develop good levels of self-esteem. Good behaviour is encouraged at all times and the childminder expertly distracts younger children who are just learning about sharing and taking turns.

The childminder provides a range of resources which reflect positive images of diversity. The children develop an understanding of differing lifestyles and enjoy celebrating a range of festivals such as Chinese New Year as they attempt to eat their noodles with chopsticks. Children develop their manipulative skills as they handle a range of tools such as brushes, crayons, scissors and paint rollers with increasing confidence. Younger children are provided with lots of space and opportunity to crawl, pull themselves up and begin to explore the environment. They develop their physical skills as they crawl through tunnels and younger children are encouraged to take their first steps as they gain confidence using push along walkers. Many creative activities such as painting, gluing and drawing enable children to express their own ideas and develop early writing skills. Young children thoroughly enjoy exploring with their senses as they play with various textured items from a treasure basket. Their developing language skills are promoted through singing rhymes, naming familiar objects and listening to stories.

Children's health is promoted effectively within the setting as there are clear procedures for dealing with sick or injured children. Hygiene routines are good, the children happily wash their hands at appropriate times as the childminder has provided visual reminders and chocolate scented soap as a further encouragement.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.