

## Inspection report for early years provision

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<b>Unique reference number</b>	307414
<b>Inspection date</b>	06/10/2008
<b>Inspector</b>	Susan Janet Lee

<b>Type of setting</b>	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 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 1987. She lives with her husband and two adult sons in a terraced property in Little Hulton, Salford. The childminder has a childcare qualification.

The lounge and kitchen on the ground floor and the bathroom on the first floor are used for childminding purposes. There is a rear garden available for outdoor play. Access to the property is gained at the front of the house on the ground floor level.

The childminder is registered to provide care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll. Of these, four children are aged under five years, two children are aged between five and eight years and three children are aged over eight years.

The childminder is able to take and collect children from the local primary school and she is a member of the National Childminding Association. The childminder has completed the Quality First assurance scheme.

## **Overall effectiveness of the early years provision**

The childminder effectively promotes children's welfare and learning and she provides a safe and inclusive environment. Systems are in place in relation to planning and assessment. However, these are in the very early stages of development. There is a good working relationship with parents and they are kept well informed of their children's daily routines, care and learning. The childminder has developed effective systems in relation to self-evaluation and these help her to monitor the service she provides and to identify key strengths and areas for development.

## **What steps need to be taken to improve provision further?**

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

- continue to develop planning and assessment procedures
- continue to develop links with other early years settings who provide the Early Years Foundation Stage.

## **The leadership and management of the early years provision**

The childminder is an enthusiastic and committed childcare practitioner and she has a high regard for children's well-being as she attends lots of training to further develop her childcare practices. All required documentation is in place. The childminder has developed a full range of written policies and procedures and these work positively in practice to promote children's health, safety, enjoyment,

achievement and ability to make a positive contribution. She has a valid first aid certificate ensuring she has up-to-date knowledge of what to do in the event of an accident or minor injury.

The childminder is committed to continuous improvement. She has devised her own format for self-evaluation which outlines the outcomes for children. The childminder has a good understanding of the strengths and areas for development and she has identified what she does well and which areas could be improved. The childminder is currently focusing on further developing risk assessments and a wider variety of healthy snacks and meals. These plans are well targeted to bring about further improvement in the outcomes for children. The childminder now practises the emergency evacuation with minded children on a regular basis, ensuring that the recommendation from the last inspection has been addressed.

The premises are clean and well maintained. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection. The children learn about good hygiene practices and personal care routines as they wash their hands and brush their teeth at appropriate times of the day. The childminder has a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. There is a comprehensive risk assessment in place and the childminder also conducts a regular safety check and records her findings. The childminder has attended training in relation to safeguarding children and she has a written child protection procedure in place. She has a secure understanding of child protection matters and procedures, and this ensures that children's welfare is effectively safeguarded.

The environment in which children are cared for is warm, welcoming and homely. The childminder is committed to ensuring that the service she provides is fully inclusive and she makes parents and their children feel welcome. Children's artwork, posters, photographs and information for parents is on display and this makes the environment bright, stimulating and informative for the children and their parents. The childminder has developed a portfolio which includes written policies and procedures. This is shown to and discussed with parents at the introduction meeting, helping to forge a shared understanding from an early stage. The childminder works closely with parents to ensure their children's individual needs are met. Parents are provided with a good source of information about their children's daily routines and activities. The childminder encourages parents to be involved in their children's learning. For example, the children choose books from the library and the childminder encourages parents to read the books with their children at home. The childminder has experience of caring for children with learning difficulties and in working sensitively in partnership with parents to meet their children's additional needs.

## **The quality and standards of the early years provision**

The childminder plans and provides a broad range of interesting activities which provide good levels of challenge appropriate to the children's age and stage of development. The children also benefit from activities outside the home to widen their experiences and to help them develop their awareness of the wider

community.

The childminder works with parents to gather information about their children's starting points and she has developed links with a local nursery that also provide the Early Years Foundation Stage. However, she is less well informed about the activities provided by another early years setting. The childminder observes the children at play and records this information to help chart the children's progress and plan their next steps in learning. The observations are informative and also note how the children respond in different situations. The next steps are achievable and set realistic expectations and challenge.

The environment is well organised. Toys are stored in boxes which are labelled and are available at child height, enabling the children to initiate their own ideas, make choices and develop independence.

The childminder spends time playing and talking to the children. She sits at the same level as the children as they play and responds positively to their interests and requests. The childminder shares warm, trusting relationships with the children and they feel valued and are content and secure in her care. The childminder supports the children well in their play. This promotes a positive attitude towards learning and helps the children to become confident and independent. The children seek to do things themselves, knowing that the childminder is close by to help and support if needed. They develop good self-help skills and independence as they take a drink to quench their thirst, dress up and put on their coats and shoes before going out to play. The children develop a sense of their own identity and they know which are their own personal belongings. For example, a child keeps trying on their new boots and they know where their special blanket is kept.

The children are able to express their own thoughts and ideas as they make collage pictures. They show increasing competence in using tools such as scissors and glue sticks. The children enjoy looking at photographs of a recent trip to the zoo, pointing to and naming the animals they saw. The children respond to simple requests, for example, they help to tidy up when the childminder asks them to help put the toys away. The children have lots of opportunities to enjoy and develop their physical skills in the fresh air. They play in the garden and visit the park and a soft play area on a regular basis. The children learn about their bodies and develop control and coordination. They are able to negotiate pathways as they steer a truck around the garden. Photographic documentation shows that the children are able to take the indoor environment outdoors. They are able to paint, dress up, play imaginatively and make dens in the garden.

The children develop hand-eye coordination and their fine manipulative skills as they play with puzzles. They turn the pieces around and place them into the correct spaces. The children develop an awareness of variations in size and use words such as 'big' and 'little'. The childminder interacts with the children at every opportunity to introduce new concepts such as simple numbers, colours, names of animals and transport. The children show an interest in the world in which they live. Together with the childminder, they complete a calendar and talk about the day, the month and the weather outdoors. The children have lots of opportunities to re-enact their own experiences to help them develop an understanding about the world in which

they live.

The childminder implements strategies to promote all children's social, physical and economic well-being. She actively promotes good hygiene practices to minimise the risk of cross-infection. The children learn about good hygiene practices and personal care routines as they wash their hands and brush their teeth at appropriate times of the day. Children's dietary requirements are successfully met as the childminder gathers information from parents about their children's dietary needs and takes this information into account when planning snacks and meals. The childminder provides a menu that is well balanced and nutritious to aid children's growth and development. The children also enjoy baking cakes. The childminder is consistent in managing children's behaviour and she acts as a positive role model. The children receive lots of praise and encouragement for their efforts and achievements, helping them to develop confidence and self-esteem. The children develop a good sense of belonging and they move around with ease and confidence. The children feel a sense of control and are able to make decisions as they choose what to play with and what they would like to eat for their snack. They clearly enjoy their time with the childminder and they thrive on her interaction and attention.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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](http://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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **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.