

## Inspection report for early years provision

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<b>Unique reference number</b>	EY233486
<b>Inspection date</b>	23/09/2008
<b>Inspector</b>	Jannet Mary Richards

<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 has been registered since 2002. She lives with her husband and three teenage children in a house in the Lower Kersal area of Salford. The local area offers a variety of shops, parks and playing fields all within walking distance.

The ground floor of the house is used for childminding purposes. Children have access to an enclosed garden for outdoor play. The childminder is registered to care for three children at any one time in the early years age group. She is also registered on the compulsory Childcare Register and the voluntary Childcare Register. She is currently caring for two children in the early years age group.

The childminder has an appropriate childcare qualification. She is a member of the National Childminding Association and Salford childminding network.

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

Children are settled, happy and make good progress as the childminder knows them very well. She treats them as individuals, ensures that they are included in all activities and meets their needs well. They enjoy the time they spend with the childminder as they have plenty of fun activities which are tailored to their interests, abilities and stage of development.

Children are well cared for, safe and happy as the childminder follows effective policies and procedures which are unique to her service. She works well with parents, carers and others involved in the care of the children to ensure a consistent approach to care, development and learning.

The childminder is able to effectively reflect on the service she provides, with an awareness of her strengths and areas to develop. She has a strong commitment to childminding, attending many training courses and using her knowledge of childcare for the benefit of the children.

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

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

- develop the learning opportunities for children by encouraging their thinking and learning through questioning
- continue to develop the procedures for observing the children and planning the next steps in their progress
- ensure that medication records are maintained consistently.

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

The childminder organises her childminding service effectively to meet the needs of the children in her care, ensure that they are safe and make good progress in their development and learning. Her written policies and procedures are followed well in her daily practice with the children and provide parents and carers with a helpful insight into the service provided. The childminder's risk assessments accurately identify hazards in the home and the action taken to reduce risks, which means that children can play safely. She has good systems in place and a secure knowledge of how to safeguard the welfare of any children she cares for.

The childminder organises her home well to provide a child-centred environment where children thrive. She welcomes all children and has a sound understanding of how to ensure that they are valued and included. The children benefit from her individual attention, developing a close relationship with the childminder who knows them very well.

Every day the childminder spends time with parents and carers discussing what children have been doing, their care and development. Recently the childminder has introduced systems to record the children's progress which provide parents with additional detail and ensure that they are well consulted and informed. These records are in the early stages of development. She has also begun to talk to other care providers, such as schools and playgroups who also care for the children she minds, to ensure that they are working together for the benefit of the children. The childminder's good knowledge of the children, combined with the effective partnership with parents and other carers, leads to children's needs being met well and in a consistent manner.

The childminder has a very good commitment to developing her childcare service. She attends training on a very regular basis and has recently obtained a childcare qualification. This has equipped her with a deeper understanding of how children learn and develop. She has implemented effective systems to identify the strengths and areas for development, using self evaluation forms to reflect on how she cares for the children. She has a sound ability to identify and act on areas for improvement. Since the last inspection she has updated her documentation, ensuring that parents provide written parental consents. The documentation relating to the care of the children is well maintained overall, though a small number of medication records are inconsistent.

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

Children make good progress in their development and learning as the childminder provides them with an interesting range of activities in the home and outdoors. They make pictures from the leaves they collect on the school run, exploring the textures, colours and shapes as they create a collage. They develop problem solving skills and an awareness of shape well as they complete challenging jigsaws successfully and play simple card games together. They cooperate well as they play games and work together to make a large painting, which the childminder later displays on the wall. The childminder skilfully uses first hand experiences, such as travelling on a bus or fishing in the stream, to ensure that children benefit from their experiences as they learn about the world around them. They talk about what

they see from the bus window and collect small fish in their nets which they keep in a tank to observe how they grow.

Children enjoy some good challenges which help them to make the next steps in their development and learning. When they show an interest in jigsaws, for example, the childminder ensures that more complex jigsaws are within easy reach for children to attempt when they are ready. She supports them appropriately as they play, talking to them about what they are doing, counting together and naming colours. The childminder does not always talk to them enough, however, to encourage the children to really think about what they are doing and get the most from every activity. The childminder has recently begun to record what the children do in 'unique child profile' scrapbooks. These include photographs of the children at play along with a written summary of what they are doing, providing a useful and informative record of children's progress. However, they do not yet include what the childminder plans to do to encourage the next steps and ensure that the children make progress, which means that some opportunities may be missed.

The children are very settled and content in the care of the childminder. They develop positive self esteem as the childminder ensures that they feel welcome and valued; toys are placed where they can reach them easily and choose what to do, their work is displayed on a wall in the kitchen and they have their own child height pegs for their coats and belongings. The children learn about the importance of valuing each other as they make self portraits and then discuss their differences. Their understanding of diversity is enhanced as they play with toys and look at books which have positive images of different people in society.

Children stay safe because the childminder has effectively assessed the risks, taken action to minimise these and supervises the children well. In addition the children learn strategies which help to keep them safe, as the childminder demonstrates and teaches them how to cross the road safely during the walk to school each day. Walking to and from school, along with a good range of outdoor activities, provides children with daily opportunities for fresh air and exercise which contribute to their good health. In addition they enjoy a healthy balanced diet including fresh fruit and vegetables. Children are well supported as the childminder works with parents and others involved in their care to meet their needs. For example, the childminder, parents and playgroup all work together to discuss and agree how best to support children at mealtimes, so that the children benefit from the same approach in each setting.

Overall, children are happy, confident and settled in the care of the childminder, and develop skills which contribute to their development and well-being.

## 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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

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.