

## Inspection report for early years provision

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<b>Unique reference number</b>	EY372584
<b>Inspection date</b>	03/12/2008
<b>Inspector</b>	Krystina Chitryn

<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 registered in 2008. She lives with her husband, who is also an occasional assistant, and four children aged 19 months, four, seven and 11 years in the Hulme area of Manchester. Access to the property is gained through the front door. The whole of the ground floor and bathroom on the first floor are used for childminding. There are secure rear and front gardens available for outdoor play. She attends local adult carer groups. The childminder is a member of the National Childminding Association.

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

All children make good progress in their learning and development because the childminder's practice is fully inclusive and she has a broad knowledge of their individual needs. The childminder is able to identify what she does well and has a clear commitment to develop her service in areas, which she has identified for improvement. Systems are in place in relation to planning of activities and recording children's progress. Children benefit from the childminder's commitment to ongoing training and the evaluation of her practice.

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

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

- continue to update awareness of the Early Years Foundation Stage

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

The childminder continually strives to improve the service she provides and is a very committed childcare practitioner. Her focus is to help children make good progress in their learning and development. The childminder organises her services fully and children's safety is given high priority. She is enthusiastic about her practice and reads around the area of Early Years Foundation Stage to improve her knowledge and develop her childcare practices. Self-evaluation takes into account the views of children, parents, and carers and this helps her to identify key strengths and areas for development.

The children's safety is given high priority by the childminder and she is very clear and committed about her role in safeguarding children. She understands the procedures to follow if she has concerns about a child.

Good, clear documentation and records are available for the safe and efficient management of the provision. They are available for inspection, up-to-date and organised confidentially. She teaches the children about personal safety and provides a risk assessment that she carries out weekly. For example, she teaches them how to stay safe when inside and outside the house.

The childminder has very positive partnerships with parents, who are happy with the care of their children. She provides a comprehensive pack for each parent, which contains information about the policies and procedures and general information about the setting. Children benefit as the childminder has begun to establish links with other providers and agencies, to ensure continuity of children's learning and progression towards the early learning goals. Parents receive a wealth of information about their children's achievements, which enables their participation in their children's learning and development. There is daily sharing of information and consultation about the care of their child.

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

Children make good progress because their individual progress is monitored and assessed and weekly plans cover the six areas of development. This allows the childminder to track the children's progress, recognise, and develop gaps in their learning. They enjoy a stimulating and relevant range of play experiences, which encourage their learning and development in every area. They develop confidence and independence, as they are able to select from a wide range of toys and resources. They are beginning to learn about sharing, and this develops children's learning about their behaviour and self-control.

The childminder has a good understanding of the Early Years Foundation Stage curriculum and assessments. She knows the children well, gathers information on their starting points, and keeps a record of their learning and development. The children are appropriately challenged and supported by the childminder's questioning and repetition techniques, enabling them to learn and develop language. They are developing good skills and learning to speak, by use of songs and rhymes.

Friendships are developing as the children are learning to be kind, play together, and take turns. They have a very warm relationship with the childminder; they sit together and she acts as a positive role model, celebrating their efforts and achievements. As a result, children are developing good self-esteem and are comfortable, happy, and relaxed in the childminder's care.

Children's welfare is clearly promoted as they spend time outdoors each day, ensuring they have some physical exercise, such as riding the bikes in the garden and visiting the local parks. This encourages them to notice what they see; they talk about nature and develop an interest and understanding of the world around them. They are encouraged to eat a healthy diet. Suitable measures are in place to prevent the spread of infection and ensure that children stay healthy. A strong emphasis on safety and supervision of the children means they can play safely.

Children play with a wide range of toys and books that have positive images of different people in society. Overall, a good inclusive service is provided. They have opportunities to develop a good range of skills and knowledge for their future 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*

### Overall effectiveness

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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.

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.