

Inspection report for early years provision

Unique reference number	503825
Inspection date	05/02/2009
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 2001. She lives with her husband and two children aged 10 and nine years. The family live in Royton, near Oldham. The whole of the ground floor of the home is used for childminding, where children have access to the kitchen-diner, living room and playroom. Toilet and washing facilities are located on the ground floor. There is a securely fenced rear garden for children's outdoor play. The home is accessed by a step to the front of the property. The childminder attends local toddler groups and takes children to the local library and parks.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are two children within the early years age range who attend the setting but other school age children are also on roll. The home is located within walking distance of local schools and other amenities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a very good knowledge of the individual needs, interests and abilities of the children attending. She creates a safe and welcoming environment where all children are included and enjoy their time when in her care. She plans effective and purposeful activities for the children, which enables them to make good progress. A secure partnership with parents ensures that all children are valued as individuals and their welfare and learning are promoted. The childminder's positive and confident approach to reflective practice and self-evaluation demonstrates that she continually strives to improve outcomes for the children in her care.

What steps need to be taken to improve provision further?

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

- further develop the arrangements for observations and assessments and use to assist in planning learning and development experiences that are tailored to meet children's individual needs
- develop a process for parents to share information on their child's on-going achievements in learning and development.

The leadership and management of the early years provision

The childminder maintains all the required documentation to enhance the learning, development, safety and welfare of the children in her care. She has developed very effective procedures for sharing information with parents. These include using a daily diary to share information about children's routines and developmental progress, providing parents with copies of the policies and procedures, and

requesting they countersign completed documentation. However, opportunities for parents to contribute to their children's progress records have not been fully considered.

The childminder organises the provision effectively to enable inclusion in all activities for all children. For example, age-appropriate resources are readily accessible to all children, which encourages them to initiate their own play. The children are safeguarded because the childminder has a thorough understanding of the types and indicators of abuse and has clear procedures to follow in the event of any concerns. Recommendations from previous inspections have been fully addressed to enhance children's safety. Extensive risk assessments and daily checks are completed to ensure that any hazards, both on the premises and on outings, are minimised. The childminder is proactive in seeking ways to develop her provision and has used the Ofsted self-evaluation form to reflect on what she does well and identify areas for improvement. She holds a current first aid certificate and detailed procedures are in place for dealing with any accidents and sick children. The childminder demonstrates an excellent commitment towards attending additional training to further develop her skills and knowledge.

The quality and standards of the early years provision

Children benefit from the childminder's good knowledge of child development and how children learn through play. They are relaxed and confident and thoroughly enjoy their time in the childminder's home, where they move freely around all areas identified for their use and make decisions about the toys and resources they wish to use. They make good progress because the childminder has a sound knowledge of the individual children and their play preferences and provides resources and activities to suit these. However, the childminder is still in the process of developing a format for assessment, and observations of what children can do and achieve are not yet fully used to inform future planning.

Children delight in the individual time and attention they receive from the childminder, who actively involves herself in their play. They learn about the world around them through regular outings, walks and opportunities to discuss and celebrate the traditions of other people. They play with a good range of resources which positively promote diversity. This helps children to be respectful and learn about valuing differences. Praise is used very well during children's play and, as a result, they are confident and develop good levels of self-esteem. The childminder encourages children to share and take turns and, consequently, they begin to understand how their behaviour affects others.

Children develop a very good awareness of a healthy lifestyle within their daily routine. They access fresh air and exercise daily through walks, outings to parks and play in the garden. They especially enjoyed stomping in the snow in recent cold weather. Children have excellent opportunities to develop their physical skills; they eagerly join in rolling and kicking with balls, propel themselves round on wheeled toys, and enjoy the swings and slide at the park. Children learn to use a range of tools with great skill as they enthusiastically paint with water outside and fill and empty the moulds in the sand tray with increasing control.

Children learn how to keep themselves healthy as they enjoy varied and nutritious meals and talk about foods that are good for our bodies. Drinks are readily accessible and mealtimes are sociable occasions, with children sitting together and chatting about their day. Opportunities are provided for children to discover the natural world as they plant and tend to fruits and vegetables which they later enjoy eating. Regular craft and mark-making activities develop early literacy skills and encourage creativity. Access to role play and dressing up effectively supports and extends children's imagination. Younger children confidently explore the environment and enjoy discovering everyday objects in treasure baskets. Children's curiosity is encouraged as the childminder sensitively allows children to make discoveries for themselves. For example, babies enjoy stacking cups and knocking them over and delight in pressing and turning buttons on pop-up toys.

Children begin to understand about variations in size as they plant sunflower seeds and measure which one is the tallest. They are actively involved in learning how to help keep themselves safe in various situations. For example, they practise the fire evacuation procedure so they are aware of what to do in an emergency and receive consistent reminders about playing safely with equipment. Children are developing good language skills and show an interest in books from an early age. The childminder skilfully responds to their gestures and encourages children to imitate the different sounds of animals they see as they look at books and sing songs together.

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?	1
How well are children helped to be healthy?	1
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

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.