

## Inspection report for early years provision

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<b>Unique reference number</b>	EY365515
<b>Inspection date</b>	05/01/2009
<b>Inspector</b>	Carol Ann Dixon
<b>Type of setting</b>	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 2008 to care for six children. She lives with her son in Heywood, Rochdale. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The home is accessible by a ramp at the front entrance. The family have a pet cat.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are currently four children on roll in the early years age group. The childminder is a member of the National Childminding Association (NCMA) and receives support from the local authority. The childminder has a child care qualification and provides an out of school service from local primary schools.

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

Children make good progress because the childminder uses individual observations of their achievements to ensure developmental needs are recognised and met. She uses the knowledge and skills gained from the professional training she undertakes, to enhance the service she offers to children and their families. The childminder's capacity to maintain continuous improvement is good and she has an accurate understanding of her key strengths and areas for further development.

## **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 and develop opportunities for parents to contribute to children's progress records
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and help children to value aspects of other peoples lives.

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

The childminder's commitment to ongoing professional training is reflected in her ability to review and develop the quality of the service she offers. Parents are fully informed about the care their children receive and the progress they make because the childminder maintains and shares comprehensive written and photographic records with them. However, methods to rigorously track children's progress across each of the areas of learning are not yet fully implemented and parents do not have the opportunity to contribute to their child's progress records. Parents receive copies of the childminder's policies and procedures, and all parents receive newsletters about forthcoming activities and events so they may support their child's learning at home. The childminder has introduced a questionnaire to seek

the views of parents and obtain feedback on how she can improve her provision, this further enhances her ability to respond to children's individual needs. The high quality of partnerships with parents means that all children are fully included and make good progress in her care.

The childminder demonstrates a secure understanding of safeguarding issues and maintains clear policies and procedures to ensure children are effectively protected from harm or abuse. She fully understands her responsibilities for child protection and knows how to record and report any concerns. The childminder carries out detailed risk assessments of her premises, equipment and practices to ensure children's safety and well-being. For example, children wear high-visibility jackets on outings and are helped to learn road safety skills as they walk to and from school.

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

Children are confident and self assured; they form close relationships with the childminder and thoroughly enjoy their time in her care. They make very good progress in all areas of learning because the childminder uses her observations of what they do and achieve in order to plan a rich variety of first hand learning experiences. The good range of resources are well-organised in easily accessible storage boxes to enable children to make decisions about their play. The childminder plays alongside the children to support their learning and development. For example, while playing with trains she encourages children to problem solve as they search for the correct pieces to build the track and successfully create a bridge. This enables the children to gain self-confidence and become independent learners.

The childminder frequently engages the children in conversation, stories and songs, providing an excellent role model, and consequently, children acquire excellent language skills. They develop a love of books as they visit the library for story time and choose their own books to read with the childminder as they snuggle on her knee for a favourite story. Children take part in interesting learning opportunities, such as visiting a local park for a treasure hunt and a picnic. Older children excitedly follow the clues to find the treasure, whilst younger children have lots of fun on the 'squirrel walk' and enjoy looking at the animals.

Children sit and concentrate well as they design and build models with bricks and play imaginatively with the dolls and prams. The childminder engages in the children's play and extends it well introducing number skills and comparing the colours of plates. These opportunities are provided alongside a range of adult-led activities which interest the children and help them progress towards the early learning goals. For example, many creative activities such as painting, gluing and crayoning enable children to express their own ideas and develop early writing skills.

Children participate in a wide range of activities that help them find out about their own religious and cultural beliefs and about the community where they live. A broad range of resources is provided to raise children's awareness of diversity and

these are effectively used so that all children feel valued. However, they do not have enough opportunities to learn about the cultures and beliefs of others to help them value and respect difference. Children are helped to share and take turns and consequently, they begin to understand how their behaviour affects others. Praise is used very well and as a result children develop good levels of self-esteem.

Children begin to learn to follow a healthy lifestyle. They enjoy nourishing home made meals and the childminder ensures they are provided with five portions of fruit and vegetables each day. Many opportunities for physical activities clearly help children to develop a positive attitude to exercise. For example, trips to local parks and an indoor gym provide opportunities for children to move around freely, develop their balancing skills as they walk along a beam and use a wide range of climbing equipment. They learn about hygiene procedures within their daily routine, for example, the childminder reminds them to use a tissue to wipe their nose and even the youngest children know that they need to wash their hands after using the toilet. The childminder effectively maintains all of the records required to support children's welfare.

## 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?	1
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
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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 registration.

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.