

Inspection report for early years provision

Unique reference number	EY272295
Inspection date	05/03/2009
Inspector	Susan Janet Lee
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 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 2003. She lives with her husband and two children aged two and five in a detached property in Worsley, Salford. The lounge, dining room, conservatory, kitchen and toilet on the ground floor are used for childminding purposes.. There is a rear garden available for outdoor play. Access is gained to the property at the front of the house on the ground floor level.

The childminder is registered to provide care for a maximum of four 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 five children on roll. The childminder has established partnerships with a local nursery who also deliver the Early Years Foundation Stage. The childminder is able to take and collect children from the local primary school and she is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Effective procedures and practices ensure the safety and the welfare of the children. The extremely good partnerships with parents and others involved in the lives of the children ensure that everyone works together to support the children effectively. The childminder places a strong emphasis on valuing children and their families and she ensures that the environment is warm, welcoming and accepting of everyone. Good systems are in place in relation to self-evaluation.

What steps need to be taken to improve provision further?

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

- develop the safeguarding procedure to include procedures to follow should an allegation be made against a member of the household.

The leadership and management of the early years provision

The childminder's home is well organised and gives the children opportunities to become independent. All required documentation is in place. The childminder maintains individual children's records to ensure confidentiality. The childminder has developed a full range of policies and procedures and these work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. However, the safeguarding procedure does not include the procedure to follow should an allegation be made against a household member. The childminder has a high regard for children's well-being as she attends training to further develop her childcare practices.

The childminder is an enthusiastic childcare practitioner who demonstrates lots of

commitment to maintaining continuous improvement. She has developed her own method of self-evaluation and this works well to highlight the strengths and areas for development. Parents are fully involved in the evaluation process. The childminder has developed a questionnaire and parents are invited to complete this document every six months. The recommendation from the last inspection has been successfully met. The childminder attended the recommended training and now provides a range of stimulating activities for the youngest children in her care. Future plans are well targeted to promote outcomes for children. For example, the childminder recently received a grant and she is spending this on resources to further enhance the provision of outdoor play for the children.

The childminder provides a fully inclusive environment for the children and their families and she celebrates the children's family dynamics and backgrounds. Superb arrangements are in place to support children whose parents speak English as an additional language and who want their children to speak both languages. The childminder works closely with a parent who speaks another language. The childminder has learnt key words in the language and uses them during every day activities to help the child to become confident in using both languages. The childminder has also taught the other children the key words and they now use these words to say 'hello' and 'goodbye' to the child. The childminder shares extremely good working relationships with parents, who are very happy indeed with the service provided, levels of care and activities afforded. Parents are kept very well informed about their children's progress and they are fully involved in their children's learning. The childminder maintains a very detailed daily diary for each child that includes written observations of the children at play and photographs. Parents are invited to write comments in the diary.

The quality and standards of the early years provision

Effective systems are in place in relation to planning and assessment. Information from parents and the childminder's observations of the children are well used to ensure the children achieve as much as they can given their capabilities and starting points. Inclusion flows through every aspect of the provision and plays an integral part of the children's time spent with the childminder. The childminder is successful in celebrating each child's uniqueness and she ensures that all the children feel valued and welcome. The children are cared for in a warm, welcoming environment. It is well organised and conducive to children's learning. The children have ample space to move around and extend their play. They move around with ease and confidence and independently explore their surroundings. The children also have lots of opportunities to enjoy and develop in the fresh air which contributes to their good health and physical development.

The childminder supports the children well in their play and learning and she dedicates time playing and talking to the children. The childminder shares warm relationships with the children, who are happy and secure in her care. This positive sense of well-being gives the children a secure foundation on which to play, explore and develop. The childminder prioritises children's personal, social and emotional development and she works closely with parents to help settle their children. She asked parents for photographs of family members and pets and she

laminated them and placed them in a box. The children find these a comfort. For example, they find photographs of their family in the box and then hold them closely to their chest for a while and talk to the childminder about their families. The children develop a strong sense of belonging. They clearly enjoy their time with the childminder and they thrive on her interaction and attention.

The children are curious and confident characters. They have access to a wide range of interesting activities and are happily engaged and occupied. The children make connections with the world around them, for example, as they have snacks and a drink the childminder talks to them about where milk comes from. They then talk about other animals and have fun making different animal sounds. The children show curiosity and interest in features and objects and they are curious about how things work. For example, the children ask the childminder what the fan is for on the light in the conservatory. The childminder explains that if it is turned on it will keep them cool in the hot weather during summer. She turns the fan on and the children feel it is cool as it spins around.

The children are able to re-enact their own experiences to help them develop an understanding about the world in which they live. They sit on a large bus and steer it around the lounge. The childminder arches her back to make a bridge and the go under the bridge on the bus. The children enjoy playing 'shop'. They fill their baskets with shopping and then go to the check out where they scan the items as they move along a conveyor belt. The childminder and the children count the items as they go along the conveyor belt. The children develop good language skills and use language well to explain what they are doing, to ask questions and to add narrative to their imaginative play. The children enjoy being creative as they chalk pictures at the easel. The childminder talks to the children about their pictures and admires their creations. The children use number language in their play and have opportunities to begin to use problem solving skills in order to calculate, for example, they play with wooden fish and magnetic fishing rods. As they tidy the fish away, the childminder counts seven fish, the children find another fish and so there are eight fish.

The premises are clean and well maintained and the childminder actively promotes good hygiene practices to minimise the risk of cross-infection. Highly effective health and safety policies and robust risk assessments for the home and outings eliminate risks to children. The childminder supervises the children well at all times enabling them to play safely and independently. She encourages the children's understanding in keeping themselves safe through daily routines and discussion. For example, the children learn about 'stranger danger' and the Green Cross Code. The childminder has a secure understanding of child protection matters and procedures and this ensures that children's welfare is effectively safeguarded.

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?	1
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?	1
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

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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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