

Inspection report for early years provision

Unique reference number	307250
Inspection date	25/03/2009
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 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 1988. She lives with her husband and two adult daughters in a semi detached property in Swinton, Salford.

The lounge and kitchen on the ground floor and the bathroom and one bedroom on the first floor are used for childminding purposes. The front and rear gardens are available for outdoor play. The rear garden has a steep incline and may not be suitable for children with disabilities. Access is gained to the property at the front of the house on the ground floor level. The family have two pet rabbits.

The childminder is registered to provide care for a maximum of five 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 is able to take and collect children from the local primary school and she is a member of the National Childminding Association. She has completed the Quality First assurance scheme.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides a safe environment and children's welfare is effectively promoted. The childminder ensures that the service she provides is accessible and inclusive for all the children in her care. Parents are provided with a good source of information about the service provided and about their children's daily activities. Effective 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 planning and assessment to include written documentation of observations of the children at play, their next steps in learning and their developmental progress.

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 has developed policies and procedures and these work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. The childminder has a high regard for children's well-being and attends lots of training to further develop her childcare practices.

The childminder is a committed childcare practitioner and demonstrates a good capacity to maintain continuous improvement. She keeps herself up to date with

new developments and legislation by subscribing to a well known childcare magazine and by attending training. The childminder has developed a self-evaluation document and this is very informative and clearly highlights the strengths and areas for development. She also seeks views from parents to involve them in the evaluation process. The recommendation from the last inspection has been successfully met. The childminder has developed a treasure basket that contains a wide range of natural play materials to help the children to explore using their senses.

The premises are clean and well maintained and the childminder actively promotes good hygiene practices to minimise the risk of cross-infection. The children are well nourished and develop an awareness of healthy eating because the childminder provides a menu that is well balanced and nutritious. The childminder has a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. She has a secure understanding of child protection matters and procedures and this ensures that children's welfare is effectively safeguarded.

The environment is warm and homely and the childminder makes parents and their children feel welcome. The childminder has developed a portfolio which includes a full range of written policies and procedures. Parents are given copies of the policies and they sign to confirm they have understood; helping to forge a shared understanding from an early stage. The childminder also maintains a daily diary for the youngest children to keep parents informed about their children's daily routines and play activities.

The quality and standards of the early years provision

The children have access to a wide range of interesting activities and experiences and they are happily engaged and occupied. They also benefit from activities outside the home to widen their experiences and to help them develop their awareness of the wider community. The children develop an awareness of our diverse society. They have access to a wide range of resources that promote positive images of other cultures, disability and gender and they celebrate their own and other festivals. The children take an interest in the world around them. Photographic documentation shows the children exploring mini beasts in the garden and the childminder talks to the children about the windy weather outdoors.

The childminder gathers verbal information from parents about their children's starting points at the introduction meeting. During discussion, the childminder demonstrates a clear understanding of what each child can do and how she plans the next steps in the learning. However, the childminder does not maintain written documentation in relation to planning and assessment and this makes it difficult to see a clear picture of the children's developmental progress.

The childminder has a good understanding of children's individual needs and meets these needs well. She shares warm relationships with the children and she supports them well in their play and learning. The children feel valued and are

content in her care. They develop a good sense of belonging and are able to make decisions as they choose what to play with and what they would like to eat for their snack.

The childminder nurtures children's attempts to communicate. She listens intently when babies babble and responds in gentle tones to help reinforce early speech patterns. She interacts with older children at every opportunity to extend their language and to answer their questions. As a result, the children use language well to explain what they are doing, to ask questions and to make their needs known. They are able to call recall past experiences. For example, a child recalls another minded child's birthday the day before and talks about their birthday cake. The child then uses stickle bricks to make a birthday cake with candles and sings 'happy birthday to you'.

The childminder follows baby's individual daily routines to provide a secure and familiar environment. They benefit from lots of positive interaction during personal care routines such as bottle feeding and nappy changing routines; helping them to feel secure. Babies are able to move around feely to develop their physical skills such as stretching and rolling. They respond to what they see, hear and touch. Babies play with a mirror and they babble at their reflection in the mirror. The childminder uses a rabbit rattle and walks it towards the babies. They become excited and they chuckle, kick their legs and reach out for the rattle.

The children explore how things work and investigate them by handling them. They lift flaps and press buttons and then enjoy listening to music and interactive voices. The children enjoy looking at their favourite books. They point to the pictures and say what they see. The children enjoy being creative as they draw pictures using chunky coloured pencils. The childminder talks to the children about their pictures and admires their creations. The children develop an awareness of what is expected of them from an early age because the childminder acts as a positive role model. She is calm and polite; she listens to the children and values what they say. The children receive praise and encouragement for their efforts and achievements and this helps the children to feel valued and develops their confidence and self-esteem.

The children have lots of opportunities to enjoy physical exercise outdoors in the fresh air. Photographic documentation shows the children playing in the garden. They visit the park and play on the swings, the slide, the climbing frame, the seesaw and they climb trees. They enjoy picnics in the fresh air. All such activities contribute to the children's good health and physical development.

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?	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

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 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.