

Inspection report for early years provision

Unique reference number	500433
Inspection date	17/03/2009
Inspector	Lynda, Margaret Ronan
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 1994. She has extensive experience of caring for children from birth to eight years. She holds a nursery nursing qualification and has undertaken training to enable her to work on the Community Childminding Scheme.

The childminder lives with her partner, child aged 13 years and three adult children in Crossacres, a suburb of Manchester. The areas registered for childminding are the playroom with toilet facilities and wash basin, the ground floor of the house and the front and rear gardens.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, of whom three can be in the early years age group at any one time. She works with her daughter and when working with another registered childminder at the same address they are registered to provide care for a maximum of six children at any one time. There are currently 13 children on roll, nine of whom are in the early years age group. The children attend a variety of sessions. Both childminders are part of a quality assured childminding network.

The setting supports children with a wide variety of additional needs and is suitable for persons with mobility issues.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are making good progress in their learning and development and the promotion of their welfare is outstanding. Children receive extremely good support from the childminder, who provides each child with stimulating challenges. Exemplary partnerships with parents and other practitioners very effectively assist the childminder in supporting each child and enable children to progress towards their next steps in learning. The childminder uses a variety of methods to evaluate her service, including a quality assurance scheme and feedback from parents. This enables her to ensure the ongoing development and improvement of her provision.

What steps need to be taken to improve provision further?

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

- match observations of children to the expectations of the early learning goals

The leadership and management of the early years provision

The childminder has developed very effective policies and procedures and consistently follows these to ensure children are safe and safeguarded. Extensive and detailed risk assessments are undertaken to enhance children's safety while in the home, garden and on all outings. Where hazards are identified, very effective action is taken to minimise any risk; for example, all children are provided with high visibility jackets whenever they are away from the premises. The childminder is extremely well organised. She presents her documentation methodically and develops effective systems for sharing information with parents, as well as preparing activities and planning her day to ensure children benefit from her full attention and support while in her care. She works with a registered co-childminder and together they care for a maximum of six children; this staffing ratio allows for very close supervision and good one-to-one attention.

The childminder is committed to improving her provision and childcare knowledge through attending training events and membership of a childminding network.

Children really enjoy the time they spend in the setting. They are extremely comfortable and settled in their surroundings and move freely around all areas of the playroom and garden. They especially enjoy experiencing play inside and outside in the free-flow environment the childminder has created. Children are sociable and develop strong relationships with the childminder, her family and other children in the home. Children behave very well and respond to the childminder in a positive manner, for example, by helping to brush up spilled rice when asked. Strong emphasis is put on good manners and being kind. During independent play children remind one another to be nice to each other. The childminder displays photographs and samples of children's work throughout the playroom and this enables children to develop pride in their achievements.

Children enjoy an excellent range of outings, including visits to local parks, playgroups, farms and zoos. The free-flow play environment allows them to access fresh air daily and encourages them to develop a healthy lifestyle. The childminder follows highly effective procedures for ensuring the health of children at all times, including providing individual face cloths and completing and sharing relevant documentation with parents. Children enjoy a range of healthy snacks and homemade meals and are encouraged by the childminder to prepare and grow their own food and learn about healthy eating. Mealtimes are sociable occasions, when children of all ages sit together with the childminder.

The quality and standards of the early years provision

Children especially enjoy the variety of activities provided, including printing wrapping paper for their Mother's Day presents and growing lettuce and sunflowers. They are keen to talk about what they do, for example, collecting chicken eggs and an incubator from the local farm, and they and the childminder show wonder and surprise when a hole punch produces a butterfly shape. The childminder provides an inclusive provision where all children have their individual

needs met and enjoy activities and resources appropriate to their stage of development. As one child painted at the table, a younger child not yet able to stand or sit on a chair was enabled to join in by paper being stuck to the vertical end of a work surface.

Planning is flexible and takes into account the individual choices of the children. For example, children are excited about hatching their own eggs and are preparing by learning about how to care for birds; they decided they would like to build a nest for their birds and over a few days gathered materials such as twigs and cardboard to provide a cosy home for the birds. The extensive good quality toys and resources are stored attractively and children are encouraged to select the toys they wish to use from accessible storage units in the playroom.

The childminder undertakes regular observations and uses these, along with photographs and samples of children's work, to record their progress; these are available for parents and children to view at any time. However, as these are not closely linked to the early learning goals nor monitored against the areas of learning and development there is no formal method to ensure each child is making optimum progress.

Children communicate well with the childminder, who extends and encourages their language by introducing new words. They enjoy books and songs and have many opportunities to see and recognise print, for example, finding their name on their peg and posters and displays of artwork around the playroom. Children are encouraged to mark make, including labelling their work, putting their names on their pictures and 'writing' their Mother's Day cards.

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?	1

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?	1
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?	1
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.