

## Inspection report for early years provision

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<b>Unique reference number</b>	307344
<b>Inspection date</b>	29/06/2009
<b>Inspector</b>	Glynis Margaret Kite
<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 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 has been registered since 1995. She lives with her one adult child. They live in the Worsley area of Salford. All of the ground floor and the bathroom on the first floor is used for childminding purposes and there is a fully enclosed outdoor play area. Access to the premises is at ground floor level.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. There are six children on roll. The childminder is registered for a maximum of six children under eight years. Children attend a variety of full and part time places.

The childminder is a member of the National Childminding Association and has completed the Quality First Assurance scheme, she is also working towards a National Vocational Qualification to Level 3.

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

Overall, the quality of the provision is good. The childminder is well organised which enables her to promote the welfare of children in a positive manner. She recognises the uniqueness of the children and knows them well. The childminder supports each child well according to their individual needs, likes and dislikes. The childminder works well with parents and also other providers to promote effective partnerships in delivering the Early Years Foundation Stage and therefore children are making good progress in their learning and development. A comprehensive self-evaluation is effective in helping the childminder to identify strengths and weaknesses of the setting. The childminder is pro-active with regard to continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- further develop self-evaluation to include the views of parents and others
- continue to develop planning systems which indicate the individual needs of children.

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

The childminder has developed good systems with regard to the organisation of her records, time and space which enables her to dedicate her time to the children. She is suitably qualified and experienced and continues to attend further training for both professional and personal development. The childminder strives to offer high quality services and has implemented a formal self-assessment process, this is comprehensive from the childminder's point of view, however, she has not taken steps to seek the views of parents within this process. The childminder

demonstrates the capacity to make necessary improvements by addressing recommendations raised at previous inspections, also through taking action where appropriate following risk assessments. Very detailed risk assessments are in place for the premises and all outings that the children are involved in. Records are also kept for the safe management of emergency evacuation procedures and the regular checks of smoke and carbon monoxide alarms. The childminder has put in place several well written policies and procedures which are shared with parents and effective in practice. Children's welfare is safeguarded in all aspects. The childminder has put a detailed policy in place which explains procedures to be followed in the event of concerns in relation to children in her care.

Resources are stored at children's level to enable them to freely select what they want to play with. The play area is welcoming with lots of natural light and brightly coloured posters displayed for the children to explore, they also encourage children to show what they know and initiate conversations with each other and the childminder, for example children point out numbers and letters spontaneously. Children are able to move freely between indoors and outdoors. Children's welfare is promoted well and they are making good progress in their learning and development. The childminder promotes an inclusive setting and supports children well, for example she follows parents wishes with regard to children who have dual languages.

The childminder works in partnership with parents to ensure the needs of their children are met consistently. They share information regarding the children's routines and any specific needs the children may have. The childminder shares children's development records with parents which helps parents to keep up to date with their children's progress. The childminder has taken steps to share relevant information with other providers for those children attending other settings, as a result children receive a balanced programme of adult led and child initiated play opportunities.

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

The childminder supports children very well, she dedicates her time and attention to their needs and supports their play appropriately. The environment is warm and welcoming which contributes to the overall enjoyment of children. The children develop a sense of belonging because the childminder has a positive approach and treats all children with equal concern and respect. The childminder has put in place long, medium and short term planning and include the six areas of learning, although the short tem play plans do not link with observations for individual children. The childminder records detailed observations for each child and identifies the next steps in their learning. As a result children are offered enjoyable and challenging experiences and are making good progress in their learning and development. Children's play and the resources available actually reflect the play plans.

Children are happy and settled with the childminder. They are confident and work independently as well as with each other. Children are active learners and interested in what they are doing. Children have good concentration and spend

time exploring and playing with chosen resources and activities. Children develop good friendships, they give each other a hug and say they have missed each other. Children clearly enjoy playing together and take turns and share willingly. Children have space to dig for exploration purposes as well as opportunities to dig for a purpose, such as planting seeds to grow vegetables. Children enjoy digging and discuss why worms live in the dirt with the childminder. Children use a wide range of equipment and resources as they play, including ICT equipment, programmable toys and other resources which encourage exploration. The childminder supports children well in relation to communicating, literacy and numeracy. She plans activities which include all of these elements and takes advantage of daily routines to help children consolidate their learning. Children look at the posters on the walls and identify letters and numbers that they know. Children enjoy books and ask the childminder to read to them. Children know the rules of the setting and behave well.

The health of the children is promoted well through effective hygiene practices, opportunities to be physical and the provision of a healthy balanced diet. Children are offered freshly prepared and cooked meals and a variety of fresh fruit for snacks. Children have access to drinks at all times. Children are becoming more independent and are supported in this by the childminder, for example she promotes self help skills such as toileting and dressing. Children show some knowledge of how to keep themselves safe during hot weather conditions, they talk about the use of sun creams and playing in the shade. Other aspects of being safe are encouraged on a daily basis, such as road safety and being careful when playing. Children sit together for meals and snacks and take this opportunity to share ideas and talk about what they have been doing. This helps children to learn about each other and promotes respect and understanding for each other. Children learn about the wider world through planned activities, outings and through the range of resources provided by the childminder. Children also enjoy and benefit from experiences such as strawberry picking.

## 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?	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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met