

## Inspection report for early years provision

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<b>Unique reference number</b>	EY266435
<b>Inspection date</b>	14/05/2009
<b>Inspector</b>	Sheila Iwaskow
<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 was registered in 2003. She lives with her husband and three children aged 15, 13 and 10 years in the Northenden area of Manchester. The house is close to schools, shops and parks. The whole of the ground floor is used for childminding purposes; this comprises of the lounge, conservatory and kitchen. Toilet facilities are on the first floor. There is a fully enclosed back garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children under five years. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. She also holds a relevant early years qualification, is a member of a childminding network and supports newly registered childminders.

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

Overall, the quality of the provision is good. Children's welfare and safety are well promoted in a caring and nurturing environment. Activities are age related, fun and successfully contribute to children's future economic well being. The childminder respects the uniqueness of each child and provides an inclusive environment where children thrive. The childminder has established a good working relationship with parents, helping to promote security and consistency in children's life. The childminder is committed to improving her practice by developing further her systems for assessing children's progress and her relationships with parents.

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

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

- implement clear systems to allow parents to express their views on the service provided
- develop procedures to monitor children's progress during focused activities.

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

The childminder provides a warm and welcoming environment for children. She plans exciting and interesting activities to successfully promote their development. The organisation of the toys and resources provides an inclusive environment. This positively enhances children's independence as they are able to freely choose from a wide range of activities and toys which are readily accessible. The childminder prioritises safety and thorough safety checks are undertaken daily to ensure all areas of the home which are used for childminding are suitable, minimising risks to children. High levels of supervision are afforded to children as they play and rest.

Children's safety is further enhanced as detailed risk assessments are carried out for each type of outing. All records relating to the children are very well maintained and stored to respect confidentiality. Secure systems are in place to ensure children are safeguarded as the childminder has a good understanding and knowledge of the possible signs and symptoms of abuse. The childminder ensures that children with learning difficulties and disabilities are welcomed into a sharing and inclusive environment. Linguistic diversity is valued and children are not stereo-typed. Any anti discriminatory remarks would be dealt with sensitively, using strategies appropriate to the age and development of the child concerned.

The childminder works well with parents to settle new children into her care. A wide range of comprehensive policies regarding the childminder's practices are given to parents. Assessments records also shared and parental contributions are invited. Furthermore, the childminder also offers ideas on how to develop children's learning at home and information on the EYFS is clearly displayed. The childminder takes time to talk to parents at the end of the day to ensure they are well informed about their children's care and development. If necessary she will telephone parents in the evening to discuss any issues or concerns.

The childminder works very hard to continually improve the quality of the provision. For example, she is developing the outdoor play area to ensure it promotes children's learning in all areas. Artificial grass has also been laid, helping children to play safely outdoors. In addition, the childminder has accessed a number of training courses to further develop her knowledge and skills. Her completed self-evaluation gives an accurate overview of her childminding practice. However, there are no clear systems in place to allow parents to offer their ideas of suggestions on the service provided, an area of development correctly identified by the childminder.

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

Children benefit from being cared for in a home which is warm, clean and provides them with ample space to move around freely and play in comfort. Play rooms benefit from lots of natural sunlight and patio doors in the conservatory give children direct access to the back garden, creating an enabling environment for all children. The day is well planned with a good balance of adult directed and child initiated activities. The childminder makes detailed general observations of children as they play. These are used to identify the next stages of children's learning and are linked to the six areas of learning, clearly showing the depth and balance of the curriculum being delivered to the children. However, the childminder is less confident in monitoring children's progress during focused activities. Nevertheless, activities are adapted to ensure that all children are included and clear starting points are identified.

Children smile happily and are warmly welcomed by the childminder when they arrive in the morning. Those who take a little longer to settle are offered cuddles and reassurance. The childminder interacts very well with the children and introduces new and interesting words, such as 'wiggly worms' to help develop their language skills. Consequently, children are confident communicators and develop

enquiring minds. Books are freely available and children happily read on their own for pleasure or listen to the childminder as she reads their favourite stories. Children have many opportunities to make marks and as they play games together children happily identify numbers, colours and sounds.

Younger children begin to develop problem solving skills as they play with shape sorters. They also have lots of fun exploring the contents of the treasure basket and enjoy pressing buttons on electronic toys and listen to the sounds made. Tasting food from other countries, celebrating cultural festivals and accessing resources which reflect equality of opportunity help children to appreciate and value difference. Children are taken on regular outings to a range of local amenities, which gives them an appreciation of their immediate locality. Making models with play dough and designing faces, using a variety of media, are popular activities. Children have fun singing songs with the childminder and are encouraged to join in with the actions. Physical play is well promoted. Children thoroughly enjoy the time they spend outdoors running around in the fresh air and testing out their physical skills on the interesting range of toys and equipment available.

Children are well nourished and benefit from a balanced diet to promote their growth and development. Posters are displayed to help develop children's understanding of a balanced diet. Meals times are relaxed social occasions and sensible conventions, such as eating at the table are encouraged. Good hygiene routines are followed and children understand the importance of washing their hands to get rid of germs. Children develop a good appreciation of how to keep themselves safe as they take part in fire evacuation procedures and learn about road safety. Good standards of behaviour are displayed. The childminder acts as a positive role model to the children; she is kind, considerate and speaks to them in gentle tones. Children's efforts are regularly praised and their contributions valued, which helps children feel good about themselves.

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