

Inspection report for early years provision

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| Unique reference number | EY300372 |
| Inspection date | 07/10/2009 |
| Inspector | Angela Cuffe |
| Type of setting | Childminder |

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and daughter, aged seven in Gorton, Manchester, close to shops, parks, schools and public transport links. Access is gained from the front of the property. The whole of the childminder's home is used for childminding, except the bedrooms. There is a fully enclosed yard available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local schools and goes to several toddler groups regularly. She is a member of the National Childminding Association. The family have a pet cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a homely, welcoming and well organised environment. The childminder promotes children's welfare and learning with success. She demonstrates a strong commitment towards the continual development of her practice. The childminder has attended a range of relevant training courses since registration and has clearly identified areas for further improvement, which particularly focus on further developing the individual observation and assessments files, planning and self-evaluation.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments of each child's achievements, interests and learning styles, and use these to identify learning priorities and plan relevant and motivating learning experiences
- continue to develop the procedures to evaluate the effectiveness of the provision and identify areas for improvement.

The effectiveness of leadership and management of the early years provision

A secure awareness of safeguarding issues ensure children are continually protected. For example, the childminder is fully aware of possible signs and symptoms, and has refreshed her knowledge through relevant training. Clear policies and procedures are in place, which are regularly reviewed and in line with

the Local Safeguarding Children Board procedures. Detailed risk assessments on the premises, and also for outings, ensure that safety is continually monitored and reviewed. Fire drills are practised regularly, which ensures children understand what to do, should the need to evacuate the premises arise. The childminder also practises road safety with the children during outings and talks to them about 'stranger danger'.

The childminder actively promotes equality and diversity in her practice to ensure all children have a good understanding of the way other people live. She works in partnership with parents and outside agencies to ensure continuity of care and learning is maintained. Parents provide positive feedback and are complimentary about the care their child receives. The childminder has a good knowledge of childcare, she informally reflects upon her practice and clearly demonstrates her plans for improvement, including plans for professional training and to organise her paperwork more effectively. However, these plans are not recorded anywhere or shared with parents.

Resources are well maintained, clearly organised and are easily accessible to children which fosters their choice and independence. The childminder has a good knowledge of the Early Years Foundation Stage framework. She has systems in place to observe children's progress. However, observations are not meaningful or linked to children's next steps, which impacts on the quality of planning for children's individual learning. The childminder has successfully completed a range of relevant training since her last inspection, which enhances her professional development.

The quality and standards of the early years provision and outcomes for children

Children are very happy and well settled. The childminder's caring and supportive manner enables them to feel safe and secure, which ensures trusting relationships are formed. Emphasis is placed on children learning through play, exploration and fun. A varied range of stimulating activities are available for children to choose from, which take into account children's different ages and stages of development. This ensures all children are able to participate in activities and, as a result, they are motivated to learn and make good progress in their development.

Children are enthusiastic learners and take a lively interest in everything they do. They demonstrate good levels of concentration and are able to freely express themselves in the relaxed, supportive atmosphere. Children confidently communicate with the childminder. They ask for help fitting the small pieces in the building set together. They pass the complex instructions to the childminder and patiently await her instructions. The children are frustrated with the plasticine because it is too hard and impossible to play with. The childminder explains to the children that the more they roll it the softer and easier to work with it will become. The children quickly establish that this is so, and continue to work the mixture until they successfully roll and cut it out to their desired shapes. They enjoy books and story times, counting activities and playing with electronic puzzles, which successfully promotes children's problem solving and reasoning.

Children develop a positive attitude towards diversity and take part in activities linked to various festivals. For example, they have access to a range of dressing up clothes and a range of musical instruments and books. Children develop a keen interest in nature during their walks in the park and visits to other places of interest. They also access large equipment, such as swings, climbing frames and slides. This helps them to develop control and co-ordination over their bodies. Children eagerly express their creativity as they regularly access a range of materials to create pictures.

Children's good health is well promoted because effective hygiene procedures reduce the risk of cross-contamination. Surfaces, toys and equipment are kept clean and children independently use hand washing facilities and tissues. The childminder provides healthy home cooked meals using fresh ingredients and provides fruit for snacks. Children have access to drinking water at all times to enable them to satisfy their thirst when needed.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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| 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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