

Inspection report for early years provision

Unique reference number	316052
Inspection date	18/05/2009
Inspector	Susan Margaret Lyon
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 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 to care for six children. She lives with her adult son in a house in Rochdale. The rooms and areas of the house used for childminding are the lounge, kitchen, upstairs bathroom and back garden. There are two dogs and a goldfish in the household. The provision is also registered with Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder provides an out of school service from local primary schools. There are currently eight children on roll, some attending part time.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder has sound knowledge of the Early Years Foundation Stage framework. She helps children to progress and achieve through good observation and assessment arrangements. Children are happy and settled. They are eager to play and join in activities based on their interests and preferences. The childminder demonstrates a strong capacity to continually improve her childminding in a variety of ways.

What steps need to be taken to improve provision further?

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

- improve security of the garden to prevent intruders entering the premises.

The leadership and management of the early years provision

The childminder continually improves her childminding in a variety of ways. For example, she evaluates activities to identify what worked well or what was unsuccessful. She identifies areas for improvement using self evaluations, such as increasing multi-cultural activities and providing signs and labels in other languages. She asks children what they like about coming to the setting and seeks feedback from parents. Several improvements have been made since the last inspection. Ofsted's details are now included in the complaints procedure, play resources have been organised to ensure they are easily accessible and clearly labelled and the childminder has introduced sensory play for babies using treasure baskets, thus improving outcomes for children.

All policies are shared with parents and information is obtained about what children can do on entry to the setting. Children benefit from the childminder working closely with parents to provide consistency of care, such as when potty training. Daily chats and the sharing of children's observation files keep parents informed of their child's progress and learning. Strong links are established with the local nursery to share information regarding themes and topics to ensure progression and continuity of learning.

Children's safety and welfare is promoted well through several precautions being in place to create a safe environment. For example, a fireguard, socket covers and safety gates are in place. An emergency escape plan is clearly displayed on the wall and is regularly practised with children. Doors to the premises are secure and the garden is fully enclosed, although the low gate and bolt may not deter intruders putting children's security at risk. Children are protected through the childminder having a good understanding of child protection procedures and the vetting of household members. Play areas are well organised to allow children to move around freely and safely. All children are included through the childminder changing or adapting the way play is provided to suit all level's of ability.

The quality and standards of the early years provision

The childminder has a good understanding of the early Years Foundation Stage framework. She helps children to learn through providing a range of activities based on their interests and preferences. Children are active learners as they freely explore the environment with interest, and enjoy adult-led activities, such as looking at books together. Informative observations of what children can do help the childminder identify the next steps in their learning resulting in children making steady progress in all areas of learning. Children persist for extended periods of time at an activity of their choosing, such as putting the play figures in the pirate ship.

Children seek to do things for themselves and show increasing independence as they put on their own coat and feed themselves. They enjoy good relationships with the childminder as they frequently smile and laugh together. Children use single and two-word utterances during play, such as 'again' 'walk' and 'more please.' They enjoy listening to stories and repeat familiar words. Children confidently count to ten and recite number names as they go up and down the stairs. Making sticking pictures using number shapes help children recognise different numerals. Children enjoy being outdoors as they look at the birds and feed the ducks.

They show great interest in toys and resources that incorporate technology, such as operating electronic sound and musical toys. Children know how to operate simple programmes on the computer as they click the mouse and press the keyboard. Children move in a range of ways, such as climbing through tunnels, pedalling bikes and throwing balls. They create 3 D structures with ease using building bricks and join in singing favourite songs, such as five speckled frogs.

The childminder treats children with kindness and consideration, and as a result children are confident, well-mannered and polite. Strong emphasis is placed on teaching children how to keep themselves safe through appropriate discussions about road safety. Children understand the benefits of fresh air and exercise as they walk to and from school each day and the childminder explains 'walking makes you strong and healthy.' Children have great fun at the setting. They are relaxed and at ease with the childminder and enjoy spontaneous hugs and cuddles. Interest in diversity is promoted through relevant discussions about people who are different and a range of play resources, such as dual language

books, black dolls and the recognition of festivals from other countries.

Children feel a sense of belonging as their art work is displayed on the wall and they are involved in making choices and decisions regarding activities and food. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem. Overall, children are making good progress towards the early learning goals which are the building blocks towards their future economic well-being.

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?	3
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

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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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