

Inspection report for early years provision

Unique reference number	316118
Inspection date	05/06/2009
Inspector	Carol Ann Dixon
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 registered in 1990. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Castleton area of Rochdale. Shops, toddler groups, a park and other amenities are within walking distance. The childminder can take children to and collect them from local schools and pre-schools. The family has a pet dog.

Children use the ground floor of the property and a fully enclosed rear garden is available for outside play. The childminder is registered to care for six children under eight years at any one time, of whom no more than three may be in the early years age group. She currently minds three children within the early years age group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a safe and stimulating environment. Positive relationships fostered with parents ensure children feel secure and parents are well informed about what their children are learning. Children's individual needs are well considered so that each child makes good progress in their learning and development. The childminder makes good use of self-evaluation to identify key strengths and areas for development so the quality of care that children receive is continually developing.

What steps need to be taken to improve provision further?

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

- develop further opportunities for parents to contribute to children's progress records
- record and act upon information from parents about a child's dietary needs.

The leadership and management of the early years provision

The childminder continuously evaluates her practice and makes changes to further improve what children receive. She maintains an updated knowledge of childcare developments through regular attendance on training courses and she is currently working towards the completion of a quality assurance award. She has acted upon previous recommendations to increase children's health and safety very effectively, and to encourage children to value those from different backgrounds. She has a secure knowledge of the Early Years Foundation Stage and the learning and development requirements, and provides stimulating experiences based on children's interests and abilities.

Comprehensively maintained records demonstrate that children are making good progress in their learning and development. The childminder undertakes detailed

and evaluative observations and uses these, along with photographs and samples of children's work, to record their progress. Although these records are available for parents to view at any time, opportunities for parents to contribute their observations about their child's learning and development are mainly informal.

The childminder ensures children remain safe while in the home, garden and on outings through effective risk assessments. She reviews these at regular intervals to ensure the continuing safety of children in her care. The childminder has a current awareness of safeguarding and child protection requirements. She has attended training to update her knowledge and has clear procedures to follow in the event of any concerns. The majority of the childminder's record keeping is clear and well maintained. However, there is an omission in the information she collects when children first attend which means that her knowledge about children's dietary requirements is unclear.

The quality and standards of the early years provision

Children are confident and settled in this environment where they independently access their choice of toys and resources from the very good range available to them. Their sense of self is encouraged by positive images in the books they look at and the range of dolls, resources and play people children use which reflect many different types of family, ability, skin tone and gender roles. Daily outings and physical exercise in the home or garden encourage the development of good coordination skills. For example, the children enjoy playing with balls and skittles, crawling through tunnels and mastering the use of pedals on a tricycle.

They benefit from a wide range of experiences that enable them to learn about the natural world, such as planting and caring for fruit, vegetables and sunflower seeds which they compare the growth of. They enjoy books and stories and have many opportunities to see and recognise print, for example, finding their name to register their arrival at the childminder's house and re-enacting their favourite stories. Labelled objects around the house and garden are helping children to recognise simple words.

Children are learning to identify numerals and are becoming confident at counting. Even the younger children are gaining skills to support their mathematical understanding and writing skills. For example, they thread buttons onto a lace, sing counting rhymes and enjoy mark making with a range of different materials such as sand and shaving foam. Children explore quantity as they weigh out and mix the ingredients to bake their favourite biscuits. Children explore a good range of sensory and creative activities as they paint, use glue and play in sand and water.

Children's welfare is promoted well to ensure they are able to play, sleep and eat in accordance with their needs. The childminder is proactive at minimising hazards to make the areas children use safe. Children enjoy outings to local facilities such as the library, toddler groups and canal. The childminder uses these outings to teach children how to keep themselves safe, for example, explaining how to cross the road safely. The children also practise evacuating the childminder's home so

they are prepared in the event of an emergency. Meal times are relaxed, social occasions where children sit around the table together and enjoy a wide variety of healthy foods. Children are learning to use the bathroom independently and practise good hygiene as they enjoy washing their hands with anti-bacterial gel. The childminder helps children understand the reasons for the simple, positive house rules which are displayed in pictorial form. Consequently, children begin to learn right from wrong and their behaviour is very good.

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?	2
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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