

Inspection report for early years provision

Unique reference number	500342
Inspection date	16/06/2009
Inspector	Janice Shaw

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.

Description of the childminding

The childminder was first registered in 1999. She lives with her family in the East Didsbury area of Manchester. The whole of the ground floor is used for childminding and children access bathroom and toilet facilities on the first floor. There is a fully enclosed rear garden available for outside play. The family have two cats. Arrangements can be made to collect children from local schools.

The childminder is registered to care for six children under eight at any one time under the Early Years Register and the compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently eight children on roll, four of whom are on the Early Years Register.

The childminder is a member of the National Childminding Association and is a member of the South Manchester Childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides an enabling environment where children are adequately safeguarded and their welfare needs are met. Children are making good progress in their learning and development. The childminder has a secure understanding of the Early Year's Foundation Stage (EYFS). She reflects on her own practice and identifies targets to improve outcomes for children. Each child is treated as an individual, which results in happy and settled children.

What steps need to be taken to improve provision further?

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

- continue to develop the assessment system by ensuring that next steps are identified and used to inform planning
- increase the range of natural materials for children.

The leadership and management of the early years provision

Good relationships are maintained with parents. A clear set of policies and procedures are shared with them to ensure they are fully informed and aware of the service that is on offer. A daily exchange of information both verbally and through individual daily diaries, keep all parties up-to-date. Relevant information is shared with other provisions the children attend so the childminder understands their needs and can maintain their well-being when they are in her care. A thorough understanding of safeguarding children procedures is demonstrated, with the relevant information readily available.

The childminder has successfully embraced the changes brought about by the implementation of the EYFS. She is constantly seeking ways to improve her provision and attends training courses whenever possible. The self-evaluation form has been used as a way of reflecting on what she does well and identifies some areas for improvement. Recommendations made at the last inspection have been met and confidentiality is now maintained within the accident and medication records. The childminder has recently joined the local childminders network and she welcomes opportunities to share ideas and concerns and examines critical feedback with her childminder colleagues, recognising that there may be more effective ways of doing things. Inclusive practice is effectively promoted by the childminder throughout her practice. Children are encouraged to develop positive attitudes as they learn to value different aspects of their own and other people's lives.

The quality and standards of the early years provision

Children are making good progress in their learning and development as the childminder knows them well, understands their stage of development and organises activities to help them progress. An observation and assessment system is in place which is securely linked to all the areas of learning. However, children's next steps for learning have only recently been included in the process and are still in their infancy. A wide range of activities are provided to support children's all round development. They develop their senses by playing with sand, water and play dough mixed with vanilla, coffee or citrus flavourings. By using jugs, pans and cups in the sand and water activities they learn about capacity and quantity. The childminder ensures there is a good selection of resources available, however, there is a limited range of natural materials for children to arrange, compare and put in order, and resources and objects that work in different ways for different purposes are not plentiful.

The consistent use of books and pictures fosters children's early reading and communication skills. For example, a two-year-old copies the childminder by pointing to pages in a book and repeats key words whilst studying the pictures, talking about what he sees. The childminder encourages the use of new words and phrases and children make huge efforts with the correct pronunciation. The childminder is quick to praise all children. Children benefit from considerable amounts of fresh air as they play in the garden as much as possible, transferring their play into the garden whenever they wish. They demonstrate good physical skills as they use balls, wheeled toys and small equipment. The provision of all weather suits means that inclement weather does not prevent them playing outdoors. Their knowledge of the world is fostered as they look at photographs stuck on the patio door, which encourages them to discuss what they can see.

Whilst children can play in all the ground floor area of the house, the rear room is totally adapted to the needs of the children with resources easily accessible and clearly labelled. This is where most indoor play takes place. Their art work is displayed on the walls which helps promote their self-esteem and confidence and photographic displays remind children of pleasurable outings they have enjoyed. Children's individual needs with regard to eating and sleeping patterns are

respected. This promotes their sense of security as home routines are closely followed. A positive behaviour management policy works well in practice. Consequently, children learn how to play together with sensitive support. Road safety is reinforced as children walk to school each day and even the two year olds understand the principles behind the green and red men signals. Through all these good experiences and activities children are becoming confident and competent learners with appropriate skills to contribute successfully to 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?	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?	1
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?	1
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