

## Inspection report for early years provision

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<b>Unique reference number</b>	EY101683
<b>Inspection date</b>	13/05/2009
<b>Inspector</b>	Jannet Mary Richards
<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 has been registered since 2002. She lives with her husband and two teenage sons in a detached house in the Middleton area of Rochdale. All of the ground floor areas of the house are used for childminding, including a designated play room. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for a total of four children in the early years age group. She also cares for older children after school each day. The childminder takes children out to parks, toddler groups and the local library.

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

Overall the quality of the provision is good. All children are made to feel very welcome in the childminder's home, as she values every child as a unique individual. Children have their welfare needs met well and make good progress in their learning and development as the childminder has effective procedures to keep them safe, healthy and promote their learning and well-being. The childminder works well in partnership with parents and carers to ensure that children's individual needs are met. The childminder has a strong commitment to developing her childminding practice as she often attends training events to develop her skills and knowledge. She is able to identify key aspects of her provision to develop further, although does not yet have clear self-evaluation systems in place, which means that some aspects of her childminding are not fully considered.

## **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 observation, assessment and planning systems to include more information from parents and carers
- develop systems for evaluating the effectiveness of the childminding service and planning for further improvement.

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

The childminder organises her home, her time and her toys and equipment very well to ensure that children are safe and well cared for. Comprehensive risk assessments, coupled with good supervision of the children ensure that they play safely. Detailed policies and procedures are followed well in the daily care of the children. The layout and organisation of the play room in particular creates a very welcoming, child friendly environment. Posters, books and toys with positive images of children from different backgrounds ensure that all children feel welcome and included.

The childminder works well in partnership with parents and carers to support the children and meet their individual needs. They discuss and agree children's routines, for example, and developmental issues, such as toilet training. The childminder ensures that parents are well informed and consulted, through daily diaries, discussion, and questionnaires. In addition the childminder asks parents to record what children do at the weekends, in order that she can talk to the children and develop their interests. She does not yet use this information in the children's learning journeys, however, which means that some learning opportunities may be missed. The childminder talks to others involved in children's lives, such as nursery teachers, to ensure that they receive support which is consistent.

The childminder strives to continually improve her childminding service. Since the last inspection she has worked hard to create a play environment where children can access a wider range of toys and books, to encourage their independent play ideas. She attends training on a very regular basis and is able to implement what she has learned for the benefit of the children. She has attended training relating to the Early Years Foundation Stage framework, for example, and has been able to implement the requirements of the framework into her daily care of the children. Although the childminder has a sound ability to identify areas for further development, such as the systems for observing, assessing and planning for children's progress, she has not yet developed clear systems for evaluating how effective her provision is. This means that all aspects of childminding are not fully considered.

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

Children make good progress in their learning and development as they have plenty of exciting play opportunities and are well supported by the childminder. The play environment offers the children plenty of very good opportunities to become independent and think for themselves, as they choose what they play with and develop their own ideas and interests. The children have the benefit of being able to select between playing indoors or outside in the garden. They have plenty of good opportunities to develop their knowledge and understanding of the world as they go for walks in the local area, explore the different weather conditions, feed the ducks, or plant and grow vegetables in the childminder's garden, for example.

The childminder supports the children well as they play, to encourage their learning. She interacts very well with young children who are learning to speak, encouraging their attempts at early language and introducing new words. Children benefit from learning how to communicate in different ways, as the childminder shows them how to make signs in addition to words to indicate they are sorry, to say thank you, or hello, for example. They develop their imagination as they pretend to feed the dolls or make the dinner in the kitchen, acting out familiar scenes. The children are encouraged to use early mathematical skills as they count the number of pieces of apple at snack time, or recognise that they have drawn a circle on the chalk board, for example. This helps the children to develop skills and attitudes which contribute to their future economic well-being

The childminder observes the children as they play, notices what they are interested in and then plans play activities to develop their interests, recorded in each child's 'learning journey'. This is effective in ensuring that children are learning and developing as they play.

The children develop a good awareness of safety as the childminder gently reminds them to tidy up the toys so that they do not fall over them, and shows them how to climb up the steps of the climbing frame with care. The childminder has a good awareness of procedures to safeguard the welfare of the children. Children's health is promoted very well as they are cared for in a clean and hygienic environment. They learn about the importance of hand washing, for example, and enjoy eating healthy snacks.

Children behave well in the care of the childminder as they receive plenty of praise and encouragement. The childminder is calm and clear in her interactions with the children, encouraging them to learn what is acceptable behaviour, and to be considerate to others. The children have good opportunities to become aware of, and to talk about and value differences, as they celebrate festivals which relate to their own cultures and those of others. The childminder ensures that all children are fully included and meets their individual needs well. The children have a good sense of belonging as they have their own coat pegs and space for their belongings. Overall, children thrive and are happy in the care of the childminder.

## 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?	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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