

## Inspection report for early years provision

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<b>Unique reference number</b>	EY332117
<b>Inspection date</b>	05/05/2009
<b>Inspector</b>	Susan Janet Lee
<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 was registered in 2006. She lives with her husband and two children aged nine and 14 in a semi-detached property in Worsley, Salford. The lounge, dining room, kitchen and toilet on the ground floor and the bathroom and three bedrooms on the first floor are used for childminding purposes. There is a rear garden available for outdoor play. Access is gained to the property at the front of the house on the ground floor level.

The childminder is registered to provide care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll. The childminder has established links with other early years settings which minded children attend and that also provide the Early Years Foundation Stage framework.

The childminder is able to take and collect children from the local primary school and she is a member of the National Childminding Association.

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

Overall, the quality of the provision is good. The childminder provides a safe and inclusive environment where children's welfare and learning are effectively promoted. Good systems are in place in relation to planning and assessment. Parents are provided with a good source of information about the setting and they are kept well informed about their children's daily activities. Effective systems are in place in relation to self-evaluation.

## **What steps need to be taken to improve provision further?**

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

- continue to develop children's learning experiences in the outdoor environment.

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

The childminder's home is well organised and gives the children many opportunities to become independent. All required documentation is in place. The childminder has developed a full range of policies and procedures and these work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. The childminder has high regard for children's well-being as she attends training to further develop her childcare practices. She is also studying to gain a childcare qualification.

The childminder is a committed and enthusiastic childcare practitioner. She has

completed a self-evaluation document and this clearly highlights the strengths and areas for development. The childminder also makes time for a period for reflection at the end of each day to consider what has gone well and what could have been done better. Parents are fully involved in the evaluation process. The childminder has developed a questionnaire and parents complete these on a regular basis to share their views. These documents show that parents are happy with the service provided, levels of care and activities afforded. Parents comment that they feel the childminder is patient and helpful; they feel their children are happy and well cared for and that they benefit from many activities both in the home and in the wider community. The childminder demonstrates a good capacity to maintain continuous improvement. The recommendation from the past inspection has been successfully met. The children now have access to a range of natural materials and tactile experiences. Future plans are well targeted to bring about further improvement to the setting and outcomes for children.

The childminder ensures that the service she provides is inclusive and she makes parents and their children feel welcome. The childminder has developed a portfolio which includes a full range of written policies and procedures. This is shown and discussed with parents at the introduction meeting, helping to forge good working relationships and a shared understanding from an early stage. Parents are provided with a wealth of information about their children's daily routines and developmental progress. The childminder maintains children's individual daily diaries which include lots of valuable information about their children's time with the childminder. The childminder also ensures that the children's developmental files are sent home each month. The parents are able to read through the files and add their own comments and observations.

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

Information from the childminder's observations and assessment of the children is effectively used to ensure the children achieve as much as they can given their capabilities and starting points. The environment is well organised and conducive to children's learning. The childminder sets resources out to look interesting and inviting. Toys are attractively stored at child height in the lounge enabling the children to access toys freely, helping them to make decisions and develop their self-help skills and independence. The children have access to a wide range of resources and activities and they are happily engaged and occupied. They also benefit from activities outside the home. These activities help to widen children's experiences, give them opportunities to socialise with their peers and help them to develop an awareness of their local community.

The childminder dedicates time playing and talking to the children and she supports them well in their play and exploration. She shares warm relationships with the children, who are secure and content in her care. The childminder understands that every child is unique. She has a good understanding of children's individual needs and she meets these needs well. The childminder provides lots of positive physical contact and by means of hugs and cuddles and she follows children's individual daily routines to provide a secure and familiar environment. The children develop a good sense of belonging. They clearly enjoy their time with

the childminder and thrive on her interaction and attention. The childminder acts as a positive role model to the children. She is calm, patient and polite. The children receive lots of encouragement and praise for their efforts and achievements. Consequently, they feel valued and develop confidence and self-esteem.

The childminder nurtures the young children's attempts to communicate. She listens when they babble and use single words and she responds in gentle tones to help reinforce early speech patterns. The children enjoy making a variety of sounds and exploring sounds. For example, they put their mouths to a bowl and make a sound and the sound amplifies and echoes. They laugh and repeat this again. The children enjoy singing nursery rhymes and joining in with the actions to the songs. They have access to a wide range of books. The children sit with the childminder and she reads stories to them. The children listen intently and help to turn the pages. The childminder introduces concepts, such as early number, colour and shape.

The children are able to move around freely. They have a strong exploratory impulse and they explore their surroundings with interest. They delve into the toy boxes to find out what is inside. The children show curiosity and interest in toys with flaps and buttons and find out how they work by exploring and handling them. A child presses buttons on a truck and hears music being played. The children have access to a lovely range of natural play materials to help them explore and investigate using their senses. The children explore pine cones, wooden spoons, cotton reels, metal objects and pieces of material. They feel the texture of silky material, bang the wooden spoons and use both hands to shake a bottle filled with pasta.

The children have lots of opportunities to enjoy and develop their physical skills in the fresh air. They walk to and from school each day, play in the garden, visit the park and go for walks. All such activities contribute to the children's good health and physical development. They have access to a wide range of outdoor play equipment to help them learn about their bodies and develop control and co-ordination. The childminder has identified the need to further develop children's outdoor learning experiences.

The premises are clean and well maintained and the childminder actively promotes good hygiene practices to minimise the risk of cross-infection. She provides a menu that is well balanced and nutritious to aid children's growth and development. Consequently, the children are well nourished and develop an awareness of healthy eating. The childminder has developed comprehensive risk assessments for the home, use of the car and outings, and these effectively eliminate risks to children. She has a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. The childminder has a secure understanding of child protection matters and procedures and this ensures that children's welfare is effectively safeguarded.

## 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?	2
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

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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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