

Inspection report for early years provision

Unique reference number	EY385873
Inspection date	14/05/2009
Inspector	Judith Anne Kerr
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 2008. She lives with her husband and two children aged 14 and six years in the Fallowfield area of Manchester close to shops, schools, parks and public transport links. The whole ground floor and first floor main bathroom and two smaller bedrooms of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding five children under five years on differing part time placements. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local adult and toddler groups on a regular basis and is a member of the National Childminding Association. The childminder holds a recognised childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a welcoming and inclusive service where all children are valued and respected. Children make good progress in their learning and development as they are well supported by the childminder who provides a range of stimulating activities. Consistency of care, in partnership with parents, helps to ensure children's individual needs are fully met. There are systems in place to monitor and evaluate the provision for its effectiveness. The childminder is keen to make any necessary improvements to further enhance outcomes for all children.

What steps need to be taken to improve provision further?

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

- further develop the planning to identify children's starting points and involve parents in the process (Statutory Framework p16).

The leadership and management of the early years provision

A warm, welcoming and totally child orientated environment is provided. Children's art work is attractively displayed to give them a sense of belonging. Comprehensive written policies are in place and embedded in everyday practice. These are shared with parents and reviewed to ensure they reflect current guidance and good practice. A notice board displays regulation, qualification and insurance certificates and information about the Early Years Foundation Stage (EYFS) helps parents understand their child's progress in relation to the framework. Parents are made aware of procedures should they be unhappy with any aspect of the service provided. The childminder maintains effective

partnerships with parents to keep them informed of their child's routines, play, learning and care. Parents value the childminder saying she has 'a real bond with children'.

Robust risk assessments are in place to take account of outings and the indoor and outdoor environment. Security in and around the home is good and ensures that children remain safe. The childminder is aware of appropriate safeguarding procedures so that children are protected at all times. A written statement is available for parents to ensure they are made aware of the childminder's responsibility to report any concerns.

The childminder is aware of areas for improvement. She is awaiting confirmation of a funding application which will allow her to extend her resources to improve outcomes for children and is looking to further develop systems for assessing children's learning and use these to plan for their individual progress towards the early learning goals. She is keen to attend training courses to extend her knowledge and understanding of all childcare issues and has attended some local authority training events including safeguarding and renewal of her first aid certificate.

The quality and standards of the early years provision

The childminder has a purposeful understanding of the needs of the children in her care and plans her routines accordingly. She is developing a secure knowledge and understanding of the EYFS with regards to children's learning and development. She observes children in their play, makes links to appropriate developmental stages and identifies 'next steps' in their learning. However, systems are not yet fully developed to identify children's starting points so the links between planning, assessment and observations are incomplete.

A quality range of toys and resources, including lots of natural materials, are available to take account of the age range of children attending. These are easily accessible to enable children to make their own choices from the low-level toy storage. This encourages children to become independent learners, develop their self-esteem and confidence and make decisions about what they want to do. Adult-led activities provide additional stimulation and often respond to children's particular interests by making good use of the local environment. For example, children develop an understanding of the world around them through planned activities to a car show room and a garage. Such outings are linked to children's interest in different vehicles. They learn about cause and effect through fun, first-hand activities, such as posting letters and then waiting for the letter they have posted to arrive.

Children communicate well and regularly engage the childminder in conversation. Language and literacy skills are also supported through free access to the attractively presented book area and mark-making resources. Children often choose to get out paper, felt tips and pencil crayons to draw and develop early writing skills and regular trips to the book shop and library further develops their interest in books. They play well together and are beginning to share and take

turns. Cooperative play is encouraged as the children are sensitively supported to understand the 'rules' of waiting for their turn to play with a particular car in the sand. The children enjoy a range of craft activities including hand painting, junk modelling and making collage pictures. A wealth of authentic resources including dolls, musical instruments and cooking utensils help to develop children's awareness of diversity.

Healthy eating is promoted exceptionally well. Children are provided with a variety of freshly prepared meals to entice their taste buds. The childminder seeks information from parents regarding individual dietary requirements and children's choices are sought in relation to their preferred meal option. Drinks are readily available to children at all times. Daily opportunities are provided for fresh air and exercise. Regular outings are undertaken, for example, to local parks where children can feed the ducks and enjoy the large scale equipment.

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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