

Inspection report for early years provision

Unique reference number	312222
Inspection date	17/07/2009
Inspector	Krystina Chitryn
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 1992. She lives with her husband and daughter aged 14 years in Dukinfield, near Ashton-under-Lyne. The whole ground floor, bathroom and a computer room on the first floor are used for childminding and there is a fully enclosed rear garden for outside play.

The childminder is registered to care for six children at any one time. She is currently minding three children under five years during the day and 11 children over five years, before and after school and in the school holidays. She walks or drives to local schools to take and collect children. She attends various local parent and toddler groups and takes children to the local library and park. The family have a dog, two tortoise, a rabbits and a guinea pig. The childminder holds the Certificate in Childminding Practice and the National Vocational Qualification (NVQ) Level 3 qualification in Early Years Care and Education. She is a member of Tameside Childminding Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a safe, stimulating and inclusive environment, where they are respected and have their needs met and valued as individuals. They make good progress as they are happy, settled and confident in their surroundings and enjoy learning about the world around them. Parents are provided with good information and this enables the childminder to provide consistency of care. The childminder has clear systems in place for evaluating her practice and identifying her strengths and areas for improvement. She is generally skilful in her observations and knows the children very well and is able to plan a range of experiences around their interests.

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 process of self-evaluation
- ensure risk assessments are signed by the person carrying them out.

The leadership and management of the early years provision

The childminder understands her responsibility under the Children Act to keep the children safe and keeps her self up-to-date with local authority procedures and training. She has generally well thought out risk assessments in place, however, she has not recorded who completed the risk assessments. This is a breach in the welfare requirement. Records, policies and procedures are kept up to date and reviewed annually. The resources she provides are of good quality and clean, they are stored at child height in the play room so children can help themselves. This arrangement is also provided in the outside play area and enables the children to

make choices and initiate independent play.

The childminder has a very positive attitude to her professional development and ensures she attends ongoing training. She has very recently begun to undertake self-evaluation of her care and has included parents and children in the process. She is aware of developing this further. She has booked to attend further training in September for safeguarding children. Children's time at the provision is recorded through photographs, records of achievement, art work and evaluative observations, which identify children's next steps in learning. Records are up-to-date so it is clear to see the progress the children are making. She knows the children well and recognises their individuality and strengths; she is working with one child who is finding it difficult to identify colours. She asks him to pass the red brick and where is the blue car. Children have the opportunity to play outside in all weathers as the play room leads directly on to the garden which is hard surfaced and there are outdoor coats for wet weather.

The childminder has developed good relationships with the parents and local school. They are provided with good information about all areas of the childminding service, including their children's records of achievement and they exchange information each day. Detailed information regarding planning, menus, policies and procedures are available to parents. She has developed very good relationships with the local school and the nursery teacher has visited the childminder's home, to liaise about a child who is about to attend nursery school, to ensure the children have consistency in their learning and development.

The quality and standards of the early years provision

The children are provided with a rich and varied environment that effectively contributes to their learning and the childminder is able to provide one to one support. The children have space and move freely between the playroom and the garden; they are confident about the storage of resources and are able to help themselves to toys and equipment. The environment is warm and welcoming with their art work and photographs displayed around the home so the children have a good sense of belonging. They are happy, settled and very involved in their play and their welfare is well provided for enabling them to make good progress towards the early learning goals.

The children are provided with the opportunities for lots of purposeful play and exploration as the childminder plans her routines. She talks to the children all the time enabling them to extend their language skills and critical thinking. They have planted carrot seeds in glass containers so they can learn about the development, growth and the concept of growing food. The children have daily opportunities for outdoor play and water proof jackets are hung close to the door so the children can go out in most weathers. They go on regular walks in the local community and learn about others cultural back grounds and celebrate festivals and learn about differences. These experiences are further developed by visiting places of interest, such as the library and local play groups, which extends their experiences of the environment and socialisation.

Children are cared for in a clean, safe environment where they are learning to take care of themselves and develop an understanding of basic road safety. Children's individual needs are taken account of and they are generally provided with a healthy range of freshly prepared and home cooked meals and snacks. The children sit together at the table and discuss their day at snack and meal time. The childminder uses this time to extend the children's language and social skills. They have drawn up and display a list of house rules which are referred to when necessary. They learn about acceptable behaviour and develop feelings of self worth. They are happy and content in the childminder's care.

The good interactions are demonstrated by the childminder and children through lots of eye contact and conversation, as the childminder spends her time playing and talking to them on the floor and at their level. She negotiates with the school and further develops the themes and works with the children to develop skills, for example, learning to care for animals and being kind. The children are excited when it is time to feed the tortoises and explain what they eat and how they are cared for, the learning is extended by discussions about where they come from and the climate they require. They also learn about good hygiene practices and automatically go to the bathroom to wash their hands after feeding the animals. They are learning about the world around them and how to take care of themselves.

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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