

Inspection report for early years provision

Unique reference number	EY321424
Inspection date	02/12/2009
Inspector	Julie Firth
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2006. She lives with her husband and two children aged seven and eight years in the Clifton area of Swinton. Children have access to the whole of the ground floor which includes the conservatory, dining area, lounge and toilet facilities. Toilet facilities are also located on the first floor. There is an enclosed rear garden for physical activity and outdoor play. The family have a cat, a dog and two tortoises.

The childminder is registered to care for a maximum of five children at any one time. There are currently seven children on roll, of these, three are in the early years range. Children attend on a variety of placements. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children.

The childminder can take and collect children from a local primary school. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) and the underlying principles. Children make good progress across all areas of their learning and welfare. Children thrive in a setting where they are valued as individuals and inclusion is well promoted. Activities are exciting helping children to develop good skills. There is an excellent working relationship with other establishments delivering the Early years foundation stage and parents are consulted and involved. She has developed effective systems in relation to self-evaluation to help her to monitor the service she provides and identify key strengths and areas for development.

What steps need to be taken to improve provision further?

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

- develop the assessment system to chart children's progress towards the early learning goals in the six areas of learning

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the signs and symptoms of abuse. She is fully aware of the procedures to follow should she be concerned about a child's welfare. A good range of comprehensive policies are available and shared with parents. All documentation is organised in files to respect confidentiality. All recommendations from the last inspection regarding the requirement of safety

issues have now been completed. For example, the premises are safe and risk assessments have been conducted for all areas of the premises used for childminding and for outings.

The childminder has worked hard to provide a stimulating learning environment for children. A dedicated playroom is available where educational posters, photographs of children at play and examples of their art work are beautifully displayed. Clearly defined areas of continuous provision are in place. Patio doors in the playroom enable children to have free flow access between the house and garden. A good range of resources are accessible for children to freely choose what they want to play with and promotes their learning. The childminder uses self assessment effectively to monitor her practise. The childminder attends regular training to keep up to date with legislation and further her knowledge around the early years foundation stage. Plans for the future are well targeted. For example, she is to develop her assessment procedures to indicate how children are progressing in her care.

The childminder strives to provide a service that is inclusive to both families and children. New children are settled in very well and the childminder obtains all relevant information from parents to ensure welfare needs are met in practice. The childminder recognises the importance of welcoming children with special educational needs and/or disabilities into a sharing and inclusive environment The childminder works well with parents to identify detailed starting points of children with regard to learning and development. Verbal and written feedback, via a children's individual learning journey and a questionnaire are provided. Parents can add their comments to assessments as their children are progressing. They are very happy with the care their children receive. Excellent links with other providers of the Early Years Foundation Stage that children attend have been established. For example, detailed written records indicate a continuity of education throughout both settings. This results in areas of learning and behaviour enhanced during activities.

The quality and standards of the early years provision and outcomes for children

Children clearly enjoy the time that they spend with the childminder and receive lots of hugs and cuddles. She is a very good role model to the children and they are cared for in a safe environment. Her good knowledge of the Early Years Foundation Stage ensures children have access to activities reflecting the six areas of learning. Activities are planned to allow all children to participate and children contribute their interests and views to the planning. However, assessments are in the early stages and do not clearly identify children's progress across all six areas of their learning. The day is well organised to provide children with a good balance of rest, learning and play. The childminder knows the children well and makes good use of questioning to encourage them to become independent thinkers.

Children's independence skills are well promoted as they feed and dress themselves. They are confident to speak to visitors. They enjoy reading with the childminder and independently choose books from the book area in the play room.

Young children recognise sound and writing materials are in place for them to attempt to write their name. Furthermore, they enjoy a trip to the library to choose a book. Children have many opportunities to develop their knowledge and understanding of the world. They develop an interest in growing their own vegetables in the garden and take a trip to the museum and parks. They have use of programmable toys and use a magnet. During the holidays children create a beach theme and speak about flags and post cards from different countries. They celebrate festivals and cultures from around the world and have access to resources that reflect positive images. Children happily count in everyday routines and rhymes. They have access to a large variety of puzzles and games to help them sort and match shapes. Furthermore, they recognise the colours of the balls in the outdoor pit.

Children have many opportunities to engage in role play as they play with small world toys , use sand and water, shake musical instruments and dress up. Detailed themes displayed around the room indicate children are involved in a wealth of crafts and collage activities. Such as ,they create pictures using different textures and roll out play dough. Physical play outside is well promoted. Children thoroughly enjoy the time they spend outdoors running around in the fresh air and use their physical skills on the large range of toys and equipment available. This results in children recognising that exercise is very much part of a healthy lifestyle.

Children's good health is very well promoted. The premises, toys and equipment are kept very clean. A well detailed cleaning rota prevents germs around the home. Regular discussions take place about the importance of washing hands with soap and antibacterial lotion to get rid of germs, which helps to develop children's awareness of the concepts of effective hygiene routines. Children enjoy healthy meals and snacks and meal times are social occasions where children practice good table manners. They have access to drinks at all times. From an early age children learn the importance of sharing and taking turns. Very good behaviour is displayed and the frequent use of praise helps children feel good about themselves. Positive strategies the childminder uses with the children, together with a reward further promote children's self-esteem and determination to help each other and examine their own thoughts and behaviour. Children are encouraged to keep themselves safe. Such as they are involved in activities around safety on the road. They are part of a scheme called the traffic road club promoting safety when travelling in the childminder's bus. Furthermore, they wear high visual jackets to help them be seen at all times. Children regularly take part in emergency evacuations in the event of a fire in the home.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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