

Inspection report for early years provision

Unique reference number	301344
Inspection date	07/10/2009
Inspector	Janet Skippins

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 08456 404040, 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: 08456 404040
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 1994. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged 14 and 16 years in Greenfield, Oldham. The whole of the ground floor of the childminder's house is used for childminding and a bedroom and bathroom on the first floor. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time. She is currently minding six children in the Early Years Foundation Stage (EYFS) age range. The setting is open from 7.30am to 6.00pm on weekdays all year round. Children are able to attend on a full- or part-time basis. The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of each child's individual needs and she promotes their welfare and learning with success. Children are making good progress towards the early learning goals. The childminder works in very close partnership with parents and the local playgroup, which contributes to ensuring that the needs of children are well met. Policies, procedures and documents are in line with the EYFS. The childminder demonstrates her positive commitment to continual improvement by attending relevant training courses. However, the childminder is developing her system for 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 the system for self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding children. She works well with parents, ensuring that the welfare and protection of children is her priority. She takes care not to allow people whose suitability has not been checked to have unsupervised contact with the children while they are being cared for. The childminder's home is very safe and she maintains well written records of risk assessments. Clear records show that emergency evacuations are practised regularly, which helps the children to learn about the danger of fire.

The childminder is in the process of developing a system to self-evaluate her service. She has worked with a member of staff from the local authority and has identified her strengths and weaknesses and taken action to improve. For example, she has attended several training courses including topics such as safeguarding

children, equality and diversity and the EYFS.

The childminder has put her EYFS training into practice by making well written observation and assessment records for each child. These show that children are making good progress towards the early learning goals in relation to their starting points. Activity plans are also written clearly and show that the childminder plans a broad range of interesting activities for the children, which cover all the areas of learning. The childminder has given attention to the recommendations made at the last inspection. She now ensures that children are protected from the risk of cross-contamination by using separate towels for hand drying. The emergency evacuation procedure has been reviewed to include the first floor and children understand what to do in the case of a fire, because they practise emergency evacuations regularly. All parents have given their permission for emergency medical treatment and the childminder ensures that Ofsted are fully informed of significant changes.

Records, policies and procedures are well organised, easily accessible, used appropriately and made available to parents. Information regarding children's welfare, achievements and progress is shared through regular discussion and observation and assessment records. Parents say they are highly satisfied with the service the childminder provides. They particularly like the way the childminder helps the children to stay healthy by taking the children out walking regularly and providing healthy food. They also appreciate the individual care and attention their children receive. This results in a good partnership with parents, enabling the childminder to meet the needs of the children well. The childminder also works closely with the playgroup one of the children attends, by occasionally assisting when they are short staffed. She ensures that she shares information and looks at the observation and assessment records which the playgroup makes of the minded child who attends.

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

Children are welcomed at the setting. They receive support and affection, which results in them feeling confident, motivated, healthy, happy and secure. Their independence is promoted well through easy access to a wide range of resources. The childminder uses her knowledge and understanding of child development to plan interesting activities for the children. She treats children with equal concern, respecting their individuality and meeting their needs. The childminder effectively promotes inclusive practice through encouraging the children to take part in activities which are appropriate to their different needs and abilities. The children learn about other people by celebrating festivals from around the world and using good resources which represent all aspects of diversity.

Children learn about their local area by going on outings to the village, garden centre and library. They are developing a good knowledge of the importance of physical activity and fresh air when they go on these regular walks. They develop physical skills through regular use of equipment, such as ride-on toys and balls in the garden. Children learn about the natural world by activities such as planting

sunflower seeds, caring for them and watching them grow. One- and two-year-olds develop their language skills through conversations with the childminder. All the children have taken part in an activity to make a label with their name and chosen picture and put it on their coat hook. This helps them to begin to familiarise themselves with the letters of their name. The childminder helps them to count during everyday activities, such as counting the number of cars they see when they are out walking. As a result, the children are making good progress towards the early learning goals.

Books, toys and equipment are easy for children to access themselves and there are displays of their work. Their environment is very clean, safe and secure. Children learn how to keep themselves safe and to identify potential hazards. For example, the childminder teaches them about 'stranger danger'. Routines, like regular hand washing before eating, are in place to help the children learn about health and hygiene. The childminder is trained in first aid, therefore she is aware of how to care for children in the event of an accident. The children learn about healthy eating through discussion while eating their meals and snacks with the childminder. Children behave well, are learning to share and show good manners. The childminder follows her policy on managing behaviour using positive strategies, such as praising the children and rewarding them with the wearing of a medal when they behave well.

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	3
The effectiveness of partnerships	2
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