

Inspection report for early years provision

Unique reference number	301360
Inspection date	18/03/2010
Inspector	Cathleen Howarth

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 registered in 1993. She lives with her husband and two adult children in Chadderton, Oldham. The whole of the ground floor of the childminder's home is used for childminding, which includes the downstairs toilet. There is provision for outside play in the back garden and local park. Parents use the front door and there is one step into the house. There is restricted road side parking in the cul-de-sac.

The family have turtles, which live in the house and rabbits, which live outside.

The childminder walks to school to take and collect children. She attends the local toddler group and playgroup in addition to Stay and Play sessions at the local Sure Start Centre. The childminder usually provides care throughout the year on weekdays from 8am to 5pm. The childminder uses public transport for trips and outings.

The childminder is registered to provide care for a maximum six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. Currently there are four children on roll on the Early Years Register and there is one child on roll on the compulsory part of the Childcare Register. There are three children on roll on the voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association and she is appropriately qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A strong feature is the childminder's professional approach in supporting children to make good progress towards the early learning goals in all areas. Inclusive practice is firmly embedded in all aspects of the provision and as a result children's individual needs are well met. Systems for self-evaluation demonstrate the childminder has good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- link children's assessments to individual activity plans, to clearly show how you support children to take the next step, in the six areas of learning, towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder's in-depth awareness of safeguarding issues is good. She fully understands her role in child protection, including the procedures to follow should a concern arise.

The effectiveness of leadership and management in embedding ambition and driving improvement is good. Overall, outcomes for children in relation to their welfare and achievement are good. The childminder attends training events to keep up-to-date with childcare practice. The effective deployment of resources, in addition to the physical lay out of the setting, meets the needs of children well and clearly enhances their experience at the setting.

The childminder places the promotion of equality of opportunity at the heart of all her work. She has secure knowledge of each child's background and needs, as a result she is effective at narrowing the achievement gap. Children are learning about human differences in the wider community through well thought through activities that positively promote gender, disability, ethnicity and culture. Some examples include role play and dressing up.

Reflective practice is an integral part of the provision. Systems for self-evaluation include working closely with parents, children and other childminder's in the area. Recommendations raised at the last inspection have been fully addressed. For example, the procedure for administering medication to children is now fully compliant. This includes obtaining written parental consent, before administering medication to children.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is good. Parents are routinely involved in decision-making on key matters affecting their children through well-established procedures, which effectively promote children's continuing care and learning.

Overall, the effectiveness of working in partnership with others is good. The childminder demonstrates a high level of awareness to provide well for children with special educational needs and/or disabilities. There are effective systems in place to promote a seamless approach to delivering the Early Years Foundation Stage framework.

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

The childminder has secure knowledge and understanding of the Early Years Foundation Stage and she promotes children's learning and development well. Children's individual progress is good in relation to their starting points and capabilities. This is demonstrated through effective systems and good levels of consistency. For example, the childminder routinely records observations of children at play to determine their natural interests, capabilities and preferred

learning styles. She tracks children's progress, using the information in the Practice Guidance for the Early Years Foundation Stage and maintains pictorial evidence of what children have achieved in their development files. She routinely evaluates stimulating and challenging activities with children, taking into account their age and stage of development. However, the information she has obtained is not always used consistently to inform children's individual activity plans. As a result it is difficult for parents to see how the childminder supports children, in a methodical way, to take the next step towards the early learning goals. However, teaching methods are effective and the childminder is able to maintain children's attention for long periods. All children are encouraged to have a go and as a result they are confident learners, who have clearly developed a positive attitude towards learning.

All children show a strong sense of security and feel safe within the setting. They understand what standards of behaviour are expected and apply these in order to keep themselves and others safe. This includes road safety, which the childminder continuously reinforces. Children take it in turns to practise road safety and they know to stop, listen and look both ways before crossing the road, when it is clear. Their understanding of the importance of following good personal hygiene routines is also good, like washing their hands before eating snacks. It is fun learning about oral hygiene. Children practise brushing teeth on a giant set of false teeth. Healthy eating is positively promoted, and children are learning to make healthy choices, like choosing fresh fruit for snacks. There are good opportunities for children to engage in a wide range of physical activities, both indoors and outdoors. All children are highly valued and treated with equal concern. They work well on their own and with others, and they engage in meaningful activities that help them value diversity. For example, children are learning about human differences in the wider community, through books, jigsaws, musical instruments and lots of other resources and activities to effectively reinforce their learning.

Children's development in communication, numeracy, literacy and their use of information communication technology is good. They concentrate fully when they use the laptop, which was obtained through the local authority. Age appropriate software is effectively used to positively support children's learning and play. Computer games include matching and sorting colours, shapes, numbers, letters, words and objects. Children are becoming familiar with the steps taken to bake a cake, when they use mouse skills to select the right ingredients.

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	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