

Inspection report for early years provision

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Inspection date	11/11/2009
Inspector	Susan Lyon
Type of setting	Childminder

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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 1999 to care for five children. She lives with her husband and four children in Salford. The rooms and areas of the house used for childminding are the lounge, kitchen, dining room, two bedrooms, upstairs bathroom and back garden. The property has a self-contained basement flat which is used by children to gain access to the back garden. The bathroom may also be used by children when they are playing in the garden. There are tropical fish in the household. The childminder provides an out of school service from local primary schools. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and eager to play. The childminder has a good understanding of the Early Years Foundation Stage framework. She provides a rich learning environment covering all areas of learning. Children engage well in interesting activities and good observation and assessment arrangements help children make steady progress. All children are included and their individual needs met effectively, although experiences to promote diversity are limited. Children's safety and welfare is promoted well. The childminder demonstrates strong capacity to continually improve the service she provides.

What steps need to be taken to improve provision further?

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

- further develop activities to help children develop respect for equality and diversity

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted well through daily safety checks and detailed written risk assessments to the premises and outings which are reviewed regularly. Numerous safety measures in place create a safe and secure environment. Appropriate precautions keep children safe on outings and the emergency escape plan is in place and practised with children. Space and resources are organised well. All documentation is in place to ensure safe and efficient management of the provision. Children are protected through the childminder's good understanding of her role in child protection and her awareness of the vetting of household members. Children develop some awareness of diversity through books showing positive images and appropriate discussions regarding people who are different. However activities reflecting all aspects of equal opportunity are limited.

The childminder demonstrates strong capacity to continually improve her childminding through reflecting on her practices and completing the self-evaluation form to identify areas for improvement. For example, she has recently re-written the sickness policy, devised a lost child policy, increased her stock of books and obtained goalposts for the garden. The childminder has taken reasonable steps to bring about improvements to the service by completing recommendations from the last inspection, such as ensuring the emergency escape plan is practised regularly with children and maintaining individual contracts for each child. These improvements enhance the care and safety of children attending the setting. The childminder remains enthusiastic and motivated through 'seeing the children change and develop' and this drives improvement. Feedback is sought from parents through the childminder giving out feedback questionnaires. The childminder is fully committed to attending on-going training to increase her knowledge and skills, such as Early Years Foundation Stage framework, outdoor play with babies and safeguarding children.

Children benefit greatly from the childminder working closely with parents and respecting their wishes. For example, potty training is introduced together to provide consistency for the child regarding timing and methods used. Daily communication keeps parents informed and their comments are highly valued as they are entered into observation books. New parents receive a wealth of information including a comprehensive range of policies, sample menus and the registration certificate is clearly displayed. The childminder is innovative and proactive in carrying out home visits to observe the child in their home surroundings and to gather extensive knowledge of their starting points and stage of development. This information clearly forms the basis of the subsequent observations and assessments contributing significantly to their learning and progress. Relevant information recognising the uniqueness of each child is obtained and their individual needs are met effectively including health and dietary needs. Parents are involved in children's learning and development through daily chats and the sharing of observation books. The childminder has established strong links with local playgroups providing the Early Years Foundation Stage framework through sharing play ideas, themes and topics in order to reinforce children's learning. Children benefit from the childminder working with other agencies to share information to help the child progress and achieve.

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

The childminder helps children to learn by skilfully asking them questions when looking at books together, such as 'what does the parrot say?'. She has good understanding of the Early Years Foundation Stage framework and provides a rich learning environment including construction, books, role play and craft activities. Babies interact frequently by smiling and making sounds with their voices, such as 'dada' They make single-word utterances as they shout 'look' and older children begin to use complex sentences as they speak clearly and confidently, such as 'want to read a book' and 'I'm going to read this one.' Children enjoy being

outdoors. They show curiosity and interest as they visit local parks to look at birds, collect conkers and watch caterpillars turn into butterflies. They enjoy planting and growing flowers and show interest in toys incorporating technology as they ably press buttons to operate electronic sound and musical toys. Children indicate their own needs well as they say loudly 'want more juice.'

Children seek to do things for themselves as they take off their coat and shoes and put them in the basket. Children play well alongside each other and begin to learn that things are shared. Children say and use number names as they count the animals in the book. Children have some understanding of one and two as the childminder says 'that's number two' and children spontaneously sing 'two little dicky birds'. Children move in a range of ways as they play outside or visit the local park. They climb steps to the slide, kick footballs, crawl through tunnels and dens and pedal bikes. Babies move spontaneously within available space as they freely practise and develop walking skills. Children engage in activities requiring hand and eye coordination, such as bead threading and using rollers and cutters in the play dough. Children create drawings, paintings and collages, such as flower picture frames and star pictures. They enjoy singing familiar songs and use imagination well in role play as they put play food in the toy microwave and say 'I'm cooking'.

Children freely explore the environment as they easily access play resources and, at times benefit from adult-led activities, such as colouring and reading stories. Babies and young children develop their senses through exploring a good range of different textures, such as sand, water, shells and pebbles. Children benefit immensely from the childminder collecting a great deal of information on entry to the setting regarding their starting points. She ensures each child makes steady progress towards the early learning goals through good observation and assessment arrangements. All children are included in activities through the childminder changing or adapting the way play is provided, such as moving table activities to the floor or providing higher or lower surfaces or chairs. Children feel a great sense of belonging as their photographs are displayed and they have their own baskets.

The childminder helps children learn about safety through discussions and looking at books. Children behave in ways that are safe for themselves and others and show they feel safe as they move around freely and confidently. Children benefit from fresh air and exercise daily and begin to understand the benefits as the childminder says 'feel your heart beating faster when you run'. An exclusion policy in place, individual flannels and thorough nappy changing routines help prevent the spread of infection. Children begin to understand why hand washing is important as the childminder says 'to get rid of germs'. Children make healthy choices at snack time, such as fruit, brown toast and raisins. Drinks are freely available throughout the day keeping their bodies healthy and hydrated.

The childminder treats children with kindness and consideration, and as a result, children are happy, settled and eager to play. They are active and confident learners as they freely choose resources and help to tidy up. Children enjoy positive relationships with each other and the childminder as they chat, smile and interact constantly during play. Through a good range of art and craft materials

children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment, such as drawing, painting and printing. Children develop some awareness of diversity through books showing positive images and appropriate discussions regarding people who are different. Children are actively involved in making choices and decisions as the childminder asks them what they would like to eat. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem. Strong emphasis is placed on helping new children settle through a series of visits with and without parents in order to help the child become gradually familiar with the childminder and surroundings. Overall, children are making steady progress towards the early learning goals and developing skills for the future.

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	3
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	1

The quality of the provision in the Early Years Foundation Stage

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

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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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