

## Inspection report for early years provision

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<b>Unique reference number</b>	307371
<b>Inspection date</b>	10/11/2009
<b>Inspector</b>	Sheila Iwaskow

<b>Type of setting</b>	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 1994. She lives with her husband, who is registered as her assistant, adult son and younger son, aged 14 years in Salford. The house is close to local schools, parks and shops. The whole of the ground floor is used for childminding purposes; this comprises of the playroom, lounge, kitchen and toilet. In addition, the bathroom, front and back bedrooms on the first floor are used for childminding.

The childminder is registered to care for six children under eight years at any one time, no more than three of which may be in the early years age group. There are currently 13 children on roll; of these four are in this age group. Children attend on a variety of placements. The youngest child is 20 months and the oldest 10 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Support is given to children who have English as an additional language.

The childminder is available to care for children both on a full and part time basis. She takes and collects children from local primary schools. The childminder is a member of the National Childminding Association, of the Salford Childminding Network and holds an appropriate early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder is kind, caring and conscientious. Inclusion is well promoted and the uniqueness of each child is respected. The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) and the underlying principals. Activities provided appeal to children's individual interests, motivate them to learn and develop skills for the future. Close working relationships with parents help to promote security and consistency in children's lives. The childminder is strongly committed to the continual development of the service that she provides and is aware of where minor gaps in her provision lie.

## **What steps need to be taken to improve provision further?**

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

- consider displaying home languages to provide a more inclusive environment for children who have English as an additional language
- further develop procedures to allow parents to contribute to children's observational records.

## **The effectiveness of leadership and management of the early years provision**

Close attention is paid to safeguarding children. The childminder and her husband have undergone relevant checks to ensure that they are suitable to care for children. Furthermore, the childminder is proactive in ensuring that the required checks are carried out on her own children when they turn 16 years of age. Day to day records relating to the children are very well maintained and organised to maintain a safe and efficient service. The childminder has a secure awareness of the indicators of abuse and procedures to follow should a concern about a child's welfare arise. The premises are safe and secure with all relevant safety features in place to protect children from harm. Children are well supervised both as they play and rest. Daily safety checks are carried out and recorded. The childminder has also compiled detailed risk assessments for each specific outing enjoyed by the children. Contingency arrangements are in place in the event of an emergency and a password system is used should any person not known to the childminder be asked by parents to collect their child at the end of the day.

The childminder is committed to meeting children's individual needs and has accessed a wealth of training to keep her childcare practices up-to-date. Many of the courses attended have been to support her awareness of diversity and inclusion. Procedures for self-evaluation are developing well and clearly identify the childminder's strengths and areas for further development. The views of parents, children and other professionals are also taken into consideration. Future plans for the provision are well targeted. For example, the childminder is keen to develop the outdoor play to ensure that it encompasses all areas of children's learning. Recommendations made at the last inspection have been addressed.

Partnerships between the childminder and parents are well established and strong. A wide range of policies and procedures are made available, helping parents to understand how the service works in practice. Written feedback, via a daily diary, informal chats and copies of photographs of children at play keep parents well informed about how their children have spent their time whilst in the childminder's care. Observational records are regularly shared with parents, however, the format in which they are set out does not encourage parents to add their own comments. Having said that, however, the childminder actively supports parents in developing their children learning at home. Good links have also been established with other providers of the EYFS that children attend, thereby ensuring continuity in children's learning and development. Parents are very happy with the care that their children receive. They comment on the childminder's 'professionalism' and the 'fantastic service' that she provides.

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

The day is well planned for children's enjoyment with a good balance of adult led and child initiated play. Children benefit from having a dedicated play area where educational posters and photographs of them at play are displayed, creating an

interesting learning environment. An extensive range of good quality age appropriate play materials are available to help children acquire new knowledge and skills. All toys are within reach of the children and clearly labelled, allowing children to make independent choices about their play. Children also have the added luxury of having all necessary facilities on the ground floor and direct access to the back garden through patio doors in the play room. Children play outside in all weathers, and are provided with a shower proof suit to protect them from the elements. A pleasing range of play materials are available in the back garden to allow children to develop their physical skills.

There are well developed planning systems in place to demonstrate the breadth and depth of the curriculum that is being delivered to the children. Furthermore, clear systems are in place to track children's progress towards the early learning goals. Assessments analyse children's progress very well and plan effectively for their next stages of learning. Consequently, children make good progress towards the early learning goals in relation to their starting points.

Children are at the heart of everything that happens within the childminder's home. All of the childminder's time is spent interacting with the children. As a result, children are happy and secure in their environment. Warm and caring relationships have been established with both the childminder and her family. The childminder is responsive to children's needs, offering lots of hugs and cuddles. Children demonstrate good levels of concentrations and the childminder makes effective use of questioning to encourage children to think for themselves. For example, during an art activity the childminder asks the children to describe what they are painting and name the colours of the paint being used. Children enjoy listening to their favourite stories, reciting rhymes and joining in with the actions. As they play children are encouraged to develop their counting skills and are introduced to the mathematical concepts, such as shape. Electronic toys excite children and from an early age children are taught how to use the computer. Children have many opportunities to engage in meaningful role play and develop their senses as they explore the contents of treasure baskets and gaze in wonder at the bright colours of the fish in the aquarium.

Children who speak English as an additional language attend the setting. The childminder learns key words in children's home languages and uses bilingual resources. However, less emphasis is put on valuing children's home language through visual displays. The childminder also recognises that the learning styles of girls and boys may differ and of the importance of ensuring that children are not stereo-typed. Through planned activities and resources children learn about the cultures and beliefs of others. Awareness of the local community is promoted through trips to places of local interest, such as parks, toddler groups and museums. Children also take part in events to raise money for charity, making them aware of those less fortunate than themselves.

Children are well nourished and offered choices at meal and snack time. Good standards of cleanliness are maintained and sensible nappy changing routines are followed. Individual towels are used for hand drying, which prevents infections being spread. Posters, some of which have been designed by the children, are displayed in the bathroom to remind children of the importance of washing their

hands and cleaning their teeth. Children behave well and from an early age develop self-help skills. Children's achievements are constantly celebrated, which helps them feel good about themselves. By practising fire drills on a regular basis, being made aware of the potential dangers of the road and of the importance of not talking to strangers children are becoming aware of keeping themselves safe.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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