

Inspection report for early years provision

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Inspection date	08/12/2009
Inspector	Julie Firth
Type of setting	Childminder

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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

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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 1993. She lives with her husband and one adult son in Little Hulton an area of Salford. Children have access to the kitchen/dining area and lounge on the ground floor. Toilet facilities are on the first floor. There is an enclosed rear garden for physical activity and outdoor play.

The childminder is registered to care for a maximum of six children at any one time. There are currently seven children on roll, of these, two are on the Early Years Register. Children attend on a variety of placements. The setting is also registered 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. She is also the link person in the area for new childminders. She is supported by Salford Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a setting where they are valued as individuals and inclusion is well promoted. 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. Activities are exciting and challenging helping children to develop good skills however, assessments systems are not fully developed. The childminder demonstrates a strong commitment to continuous improvement and recognises her areas for development to further enhance children's learning and development in their provision.

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 premises are safe and risk assessments have been conducted for all areas of the premises used for childminding and for outings. These are regularly reviewed. 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. She keeps up to date with regular training. A good range of comprehensive policies are available and shared with parents. All documentation is organised in files to respect confidentiality.

The childminder has worked hard to provide a stimulating learning environment for children. Examples of children's art work are beautifully displayed around the walls and in children's individual files. Some clearly defined areas of continuous provision are in place. 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 to monitor her practice. She attends a large variety of training courses and workshops and plans for the future are well targeted. For example, she is to develop her assessment procedures to indicate how much progress the children are making. The childminder recognises the importance of welcoming children with special educational needs and/or disabilities into a sharing and inclusive environment.

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 works well with parents to identify detailed starting points of children with regard to learning and development. Verbal and written feedback, via a daily diary and parents questionnaires are provided. Parents are very happy with the care their children receive. Furthermore, Early Years Foundation Stage posters are clearly displayed for parents to view. Tentative links with other providers of the Early Years Foundation Stage that children attend have been established.

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. A great emphasis is put on their personal, social and emotional skills as they settle into her home. Activities are planned to allow all children to participate and children contribute their interests and views to the planning. Observations are linked to children's next steps of learning and short term planning. However, assessments are in the early stages and do not clearly identify children's progress in detail across some of the six areas of 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, make friends and play well alongside each other. They follow simple instructions such as when to tidy away toys. They enjoy reading with the childminder and independently choose books from the book area. Children are encouraged to recognise sounds and writing materials are in place for them to attempt to write their name. They attempt to cut out their own letters from plastic and a lot of emphasis is put on repeating words to promote language skills. 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.

Children have many opportunities to develop their knowledge and understanding of the world. They develop an interest in growing their own seeds and vegetables in the garden and visit a museum. They discover tactile objects in a treasure basket and takes visits to feed the ducks in the local park. Children are learning about the cultures and beliefs of others by celebrating cultural festivals and accessing resources which reflect diversity. Children have many opportunities to engage in role play as they play with small world toys and dress up. They are involved in a wealth of crafts and collage activities. Physical play outside is well promoted. Children thoroughly enjoy the time they spend outdoors running around in the fresh air and using their physical skills on the large range of toys and equipment available. They enjoy dancing to music using the instruments available for them. Children attend a kids rock exercise group. 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. Menus indicate children accessing healthy meals and snacks. These 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. Children are encouraged to keep themselves safe. They are reminded to be careful when playing in the garden, made aware of road safety and of the importance of not talking to strangers. Children regularly take part in emergency evacuations in the event of a fire in the home. Furthermore, they participate in activities around road safety using lolly pop sticks as traffic lights.

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

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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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