

Inspection report for early years provision

| | |
|--------------------------------|-------------|
| Unique reference number | EY318022 |
| Inspection date | 17/03/2010 |
| Inspector | Mary Kilroy |
| 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 was registered in 2006. She lives with her child aged six in the Eccles area of Salford, Manchester. The whole ground floor of the childminder's house and the upstairs bathroom are used for childminding and there is a fully enclosed garden available for physical activity and outdoor play. The family have a pet dog.

The childminder is registered to provide care for a maximum of four children at any one time, of whom, no more than three may be in the early years age range. There is currently one child within the early years age range on roll. The setting is also registered by Ofsted on both parts of the Childcare Register, to allow the childminder to care for older children. She has established links with other settings that provide the Early Years Foundation Stage framework.

The childminder walks to a local school to take and collect children. She attends local carer and toddler groups and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children enjoy lots of individual attention and stimulating activities in a warm, safe and inclusive environment. Meeting the children's individual and physical needs are strengths of the provision. The children are settled and are learning well. The setting successfully promotes the children's safety and welfare. The provision for the children's learning and development is developing well with regards to systems for assessment and planning, to fully assess all areas of development. The childminder has built positive partnerships with parents and others involved in the children's care, however setting up links in the wider context to promote the care and education of the children are in the early stages as she does not currently care for children who attend other settings. She reflects on her practice well and plans for the children's next steps, but written self-evaluation systems are not yet fully in place.

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 the children's progress towards their early learning goals
- continue to plan challenging experiences for children linking to the six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework and agrees children's starting points and individual needs with parents. She observes well and has good understanding of the children's development, and good ideas to ensure children have sound first hand experiences and opportunities to contribute to their own safety. The children know and follow the house rules around safety, for example no jumping on the furniture, take care not to trap fingers in doors and always close the stair gates. A very young child knows that the cooker could be hot, so doesn't touch it, although it is never on when the children use the kitchen for messy play. The childminder plans well ahead for the next steps and monitors babies increasing mobility by risk assessing all areas of the premises constantly, so that she can have stair gates in place well before they are needed.

The children's awareness of culture and difference is fostered well, as the childminder encourages them to look at themselves in mirrors, discuss, admire and compare hair textures and skin tones and this leads on to activities on valuing differences. The childminder skilfully uses toys, artefacts and books that positively reflect all areas of equality, for example introducing dolls with authentic features, hair and names, such as Tundi, to reflect the cultures that they represent. A structured daily routine promotes the children's welfare and meets their needs, and they are learning good strategies to be healthy, with verbal and written reminders, for example, children enjoy helping to clean with a brush and shovel and wet wipes. They have their own utensils and personal care items, such as, colour coded cups, which children can recognise and are thus learning that using their own things helps to prevent the spread of infection.

Written policies and procedures work well in practice to promote the children's health, enjoyment and achievement. Records and documents are up-to-date and stored securely, to maintain confidentiality. The childminder is committed to ensuring that the service she provides is fully inclusive and she makes parents, children and visitors feel welcome. She exchanges verbal information with parents through daily feedback, children's records and photographic evidence. She plans well around the children's individual needs and builds successfully on their interests.

The childminder is adept at meeting the children's individual needs as she has a sound knowledge of what activities to provide for children, as they develop. She recognises the importance of continuous improvement and can identify the strengths and weakness of her provision and addresses these through training, such as recent paediatric first aid training and safeguarding children. The childminder has the latest safeguarding contact numbers in place and rigorously scrutinises the identity of visitors. She keeps an up-to-date visitor's record and has written risk assessments in place for every outing. The childminder has always demonstrated good understanding of the signs and symptoms of possible abuse. She shares her records, policies and procedures with parents and works in partnership with them.

The childminder has addressed recommendations from her last inspection and has provided further information on the uncollected child policy and parents are now fully informed about the procedures and timescale that the childminder will use, should a child be uncollected.

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

The children are happy, secure and well settled in the childminder's care. A broad range of activities help children to make sound progress in their learning and development. Resources are accessible, to enable children to confidently make choices and extend their play. The childminder understands the importance of children learning through play and is familiar with changes to requirements. She provides good first hand experiences and positive support and encouragement to help children achieve, which promotes their confidence and self-esteem. Children are nurtured by a caring childminder who supports them with kind words and encouragement, giving them her full attention. She acts as a positive role model to children and encourages them to take turns from an early age.

The children show a good interest in the world in which they live, for example when on nature walks in the fields and cemetery. They plant spring bulbs in the garden, measure them and watch them grow. They look at seasonal changes to trees, flowers and the weather. The childminder points out a giant bumble bee in the rear garden and a young child is delighted. Children note changes in the local environment, such as changes of use of old buildings. The children love visiting the pet shop and have opportunities to pay for items in local shops and count the change with the childminder.

The children enjoy being responsible for feeding the goldfish and a very young child helps to tidy up play blocks and strives to slot on the box lid. Young children can identify and name favourite toys and dolls and match them to a cushion each on the floor saying 'one each.' The childminder uses every opportunity to count and calculate, as opportunities naturally occur, such as counting stairs when climbing them and during story time, 'go past the cows, one on that side,' or counting pegs as they peg out washing and socks, as they pair them. Children use calculators, access children's computers and a laptop and use number charts. They use language for quantity and volume, such as full, empty, pour, more and less, during a pasta and rice activity. They use plastic sieves, boxes, funnels and plastic cake cases in a large tray on the floor. A young child thoroughly enjoys the tactile experience, running it through their fingers and saying 'it's on the floor!' The children also enjoy the clearing up of the kitchen floor afterwards, enthusiastically wielding the brush and shovel.

The children's language is good and the childminder builds well on their interests, such as providing opportunities for a child who enjoys transport and vehicles. He enjoys getting magazines to cut out the pictures from the local supermarket, sitting in toy cars and looking at vehicle stories with the childminder. She notes in observations that he has a large vocabulary and he mixes well with others at

groups, due to his good speech and can always make himself understood. He also has advanced physical skills, scoots and balances well, enjoys encouragement and praise and wants to do what the bigger ones do. The children enjoy lots of outdoor play and are very active. A young child wants to be outside in all weathers, kicking a ball and the childminder ensures that she has opportunities and suitable clothing to do so.

The children's health and well-being are promoted well. They learn about good hygiene practices as they wash hands after handling pets and use tissues appropriately, as part of the daily routine. The childminder and children discuss safety and hygiene issues throughout the day, as opportunities naturally occur. They benefit from a range of healthy snack options to promote their growth and development. The childminder works closely with parents regarding children's individual and personal care routines. For example, she respects the children's dietary requirements as she plans their daily menus and children access fresh drinking water independently, to keep well hydrated. Daily checks are carried out to identify potential hazards and are completed with children, when they are old enough.

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 | 3 |
| 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 |
|--|-----|