

Inspection report for early years provision

Unique reference number	504148
Inspection date	25/09/2009
Inspector	Julie Firth

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.

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Description of the childminding

The childminder was registered in 2001. She lives with her three children aged 17 years old, 15 years old and eight years old in the Irlam area of Salford. The house is close to local schools, parks and shops. The whole of the ground floor is used for childminding purposes and this comprises of the dining area, lounge and kitchen. Minded children also have access to the bathroom on the first floor. A fully enclosed garden at the rear of the property is available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time. There are currently six children on roll, of these four are on the Early Years Register. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register, to allow the childminder to care for older children. The childminder supports children who have English as an additional language and those with special educational needs and/or disabilities. Children are taken to and collected from the local nursery and primary school.

The childminder is a member of the National Childminding Association and has recently completed a National Vocational Qualification at level 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Inclusion is well promoted and good priority is put on valuing the uniqueness of each child. Children enjoy the time that they spend in the childminder's care and make good progress in their learning and development. Activities provided are fun and are planned around children's individual interests. The childminder demonstrates a good awareness for continuous improvement and self-evaluation is effective. She has established a good partnership with parents and they are becoming involved in their children's learning.

What steps need to be taken to improve provision further?

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

- continue to use assessment effectively to monitor children's progress across all areas of their learning.
- continue to plan challenging activities around the six areas of learning to promote children's development.

The effectiveness of leadership and management of the early years provision

The childminder ensures that the welfare of the children is fully safeguarded. She has a good knowledge of the signs and symptoms of abuse and procedures to follow, should there be concerns about a child's welfare. She has attended further

training to keep up to date with legislation. She undertakes rigorous risk assessments both indoors and outdoors to ensure that risks to children are minimised. These are reviewed regularly and trips for outings are assessed in detail and kept on file. All documentation relating to the welfare of children is of a good standard.

The childminder works well to promote an inclusive service to children and parents. Procedures are in place to monitor and evaluate the provision, which takes into consideration the views of parents and outside agencies. A large variety of additional training attended by the childminder furthers her knowledge to promote positive outcomes for children. Future plans are indicated to continue to plan around all areas of the curriculum. She has started to use self-evaluation effectively to monitor her service regularly. All recommendations set on the last inspection have been met. There is now a lost children policy in place and the childminder has a list of all contagious illnesses on her file. This further enhances children's health and safety.

Parents show great satisfaction for the care their children receive. Written feedback indicates a good quality service and they receive a wide range of policies. Furthermore, notices and information displayed around the home indicates what their children are taking part in. Parents do have the opportunity to observe their children's assessments and how progress is monitored. The childminder communicates with them daily and has a commitment to working with Salford Sure Start. She has established links with the nearby school, liaising with the early years teacher.

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

Planning and detailed observations demonstrate that the childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage (EYFS). Children are making good progress given their starting points. Photographic evidence in the children's booklets indicates a balance of adult and child led activities. She has started to plan around children's individual interests. However, assessments do not contain enough detail to track children's development across all areas of their learning. The childminder skilfully questions children to encourage them to become independent learners and they are constantly challenged throughout the day. The organisation of resources in the environment successfully encourages their self help skills and resources are clearly labelled for children to access at all times.

Children's differences are recognised as they celebrate festivals, which gives them an awareness of diversity. They are not stereotyped and the childminder ensures that they are all included. Children are encouraged to make friends through attendance at the local group and play well alongside their peers. Young children are encouraged to walk when the childminder feels they are ready. Children are encouraged to dress themselves and to help tidy toys away. They share good relationships with the childminder and are well behaved. They clearly respect each other and learn to share from an early age. Communication and language skills are

developing well and they enjoy listening to a story. They sit with the childminder linking sounds to letters and attempt to write their name. Furthermore, print around the room familiarises children with the letters of the alphabet. Mathematical concepts are promoted throughout daily routines. For example, they count their money when they visit the supermarket. Planned activities, such as baking helps to develop children's awareness of shape and measure. They have access to puzzles to match and sort colours.

Good emphasis is given to developing children's knowledge and understanding of the world. They enjoy many interesting outings in the local environment, such as long walks on the moss, visits to the museum, feeding the ducks and they also observe churches and houses and post letters. They look at mini beasts and study different countries on a globe. Children have access to a variety of programmable toys and heuristic play is promoted as they feel objects in the treasure basket. They have many opportunities to engage in meaningful role play and a varied range of creative opportunities. For example, they participate in craft activities around the seasons and have access to a wide variety of glue and paint.

Children benefit from being cared for in a home which is clean, warm and well maintained. Individual routines are recognised and practised regularly. The childminder understands the importance of outdoor play. The garden is resourced to support areas of children's learning and they ride on wheeled toys. Children enjoy nutritious meals which are home made. Menus are devised in consultation with children and parents to take account of likes, dislikes and dietary needs. Drinking water is freely available to ensure that children remain hydrated throughout the day. Good emphasis is put upon raising children's awareness of personal safety. Through activities they are learning to take responsibility for their own actions. They practice fire evacuation procedures on a regular basis and this is extended with a visit to the fire station. They are made aware of the potential dangers of the road. Furthermore, the childminder speaks to them about stranger danger. They constantly remind each other to not run about and fully respect the house rules whilst having fun.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met