

Inspection report for early years provision

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Inspection date	13/10/2009
Inspector	Krystina Chitryn
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 1987. She lives with her partner and two adult children in the Fallowfield area of Manchester. The through lounge, dining area, kitchen, and bathroom on the first floor are used for minded children. There is a fully enclosed back garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time on the Early Years Register and compulsory part of the Childcare Register. To allow her to care for children in the later years she is also registered on the voluntary part of the Childcare Register. There is currently one child on roll who is on the Early Years Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder develops positive relationships with children and cares for them in a warm and welcoming environment. Children's welfare needs are appropriately met as the childminder establishes positive links with parents and regularly shares information with them. This ensures continuity of care for the children. They make steady progress in their learning and development, because they are provided with a sound range of activities. The childminder is beginning to reflect on the service she provides and demonstrates a positive capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide positive images of disability
- ensure dates are recorded with entries in the children's records of achievement
- provide parents with the opportunity to express their opinions and become involved with the self- evaluation process
- make systematic observations and assessments of each child's achievements and interests, match them to the expectations of the early learning goals, and use them to identify learning priorities and learning experiences which maximise each child's progress.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of the Local Safeguarding Children's board procedures and this ensures she responds appropriately should a child protection concerns arise. There are clear procedures in place to safeguard children, as she supervises them at all times and ensures the resources and

environment is safe and suitable. Emergency evacuation plans are regularly practiced by the children and are clearly understood. This develops their understanding of what to do in the event of a fire. The childminder teaches the children about road safety as they walk to and from school and on visits. She has recently attended training on safeguarding children and keeps up to date with her first aid training; this enables her to deal with accidents and illness appropriately and keeps the required records up-to-date. Risk assessments are in place and regularly reviewed.

The through lounge is used as a play room and it is organised to ensure children are able to play safely and in comfort. A good range of suitable toys and equipment are set up around the room so children are able to make choices in their play and learning. Children have the opportunity to play outdoors each day as they walk to groups, visit the local park and play in the garden. The childminder has developed good relationships with parents and information is shared on a daily basis by the effective use of verbal communication. This ensures the children's welfare needs are met. However, she does not include them in the self-evaluation process and this does not enable her to reflect fully on her practice. The childminder has begun to establish links with other providers who care for children in the Early Years Foundation Stage. The childminder has a good understanding of the children's individual needs and ensure they are challenged appropriately. She has an understanding of the issues surrounding equality and diversity; however, there is a lack of resources concerning disability, which impacts on activities provided for the children.

The childminder has begun to review her service and has identified her strengths as supporting and working with the children in their play and learning. She demonstrates a positive capacity to develop her provision and is actively seeking further training courses and has gained support from the development workers from the local authority. She has also addressed all the recommendations raised at the last inspection which benefit the children in her care.

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

Children are settled, happy and relaxed in the childminder's care. They enjoy a warm and affectionate relationship with the childminder, and chat away happily, responding to the childminder's questions and repeating words. There is lots of contact as they sit together for a story and the children sit on the childminder's knee for a cuddle and reassurance. The childminder responds positively to their questions and needs, interacting well with them, which ensures they feel valued. The children learn about a healthy lifestyle and have daily opportunities to be active and develop good coordination skills as they use large equipment in the park and at the local groups. The childminder has established good relationships with the parents and liaises closely in order to meet children's individual dietary requirements. Parents provide the children's main meals and the childminder provides healthy, nutritious snacks consisting of bread sticks, fresh fruit and vegetables. Drinks are available at all times to enable the children to remain well hydrated and they are regularly reminded to drink.

The childminder gently reinforces personal hygiene routines and promotes children's personal independence as they are learning to blow their own nose and dispose of their tissue in the bin. Children make sound progress in their learning and development as the childminder provides a broad range of activities which stimulates the children and keeps them interested. For example, the children are suitably challenged in their learning. Developing their language and numeracy skills, creative development as the children play the musical instruments and communication skills as they are asked open ended questions, learning their colours, matching shapes, repeating words and sing songs. Children demonstrate confidence in imaginative play as they help themselves to the tea set and make a drink for the visitor. They learn about simple technology as they play with battery operated toys and competently switch them on. Children are beginning to develop skills for the future and learn about the world in which they live. They learn about differences and are able to access some resources which reflect positive images of our diverse society.

Children make steady progress towards the early learning goals which is supported by the childminder's extensive knowledge of their capabilities and her ability to build on their interests. This ensures the children's individual learning needs are promoted. The childminder is developing her knowledge of the Early Years Foundation Stage and the six areas of learning. She has provided a record of achievement for the children. Which records photographic and written information about the children's activities and she is beginning to plan for their next steps in the early learning goals. This ensures planning for children's progress is prioritised in the next steps in their development.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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