

Inspection report for early years provision

Unique reference number EY393510
Inspection date 02/12/2009
Inspector Margaret Patricia Mellor

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 2009. She lives with her partner and two children aged two and five years old, in the Worsley area of Salford. Children use the whole of the ground floor of the childminder's home for their care, play and learning. There is a secure, fully enclosed garden for children's outdoor activities.

The childminder is registered to care for a maximum of four children aged under eight years old at any one time, of whom no more than two may be in the early years age group. She is currently minding two children in this age group. She also offers care to one child aged over five years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks or drives to collect children from school, and take them to places of interest. She receives support from the local authority, and the childminder strategic coordinator. She is a member of the National Childminding Association and local childminding network group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, enabling and homely environment, where they are very happy and settled. They greatly benefit from a childminder who understands their individual needs and plans enjoyable and challenging activities for them. Good attention is given to promoting children's welfare, and keeping them safe and secure at all times. Children enjoy learning about their local area, and are making good progress in their learning and development. Partnerships with parents is a key strength and positively contributes to creating an inclusive atmosphere that welcomes children's individuality. The childminder has ambitious vision, and is successfully using self-evaluation to ensure that any priorities for future development are promptly identified. This results in a provision that is responsive to the needs of the children in her care and their families.

What steps need to be taken to improve provision further?

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

- continue to make observations and assessments of each child's achievements, and use these observations to track their progress toward the expectations of the early years learning goals
- improve the range of resources that reflect positive images of disability and extend children's awareness of equality and diversity.

The effectiveness of leadership and management of the early years provision

The childminder manages her provision well, and takes all necessary steps to ensure that children's welfare is promoted and safeguarded. She has a strong understanding of her responsibilities in the area of child protection and the procedures for reporting concerns. Risk assessments of the premises, toys and outings are robust, which also help keep children safe from harm. Good health and hygiene practices vigilantly followed by the childminder, helps to minimise the risk of cross infection and keep children well. Meals and snacks are nutritious and well-balanced, and children's religious requirements are respected and catered for. Children learn about a healthy lifestyle through their daily routine and activities. All the regulatory daily documentation that contributes to the safe management of the provision and children's welfare is well maintained and organised.

High regard is given to ensuring that every child is valued as an individual and their family members are actively involved. The childminder enjoys positive relationships with parents, who comment in questionnaires that they are delighted with the care and play environment, and how their children have grown in confidence. Well written policies are shared with parents in a welcome pack, and 'Here I come' booklets and initial observations sheets helps the childminder to become familiar with each child's unique qualities, and what they already know and can do. As a result, children's individual care needs and routines are respected, providing an environment consistent with home; and they make good progress in their learning and development in relation to their age, ability and starting points. 'My day at the childminders' and discussion keeps parents well informed of their child's routines, activities and achievements. Parental involvement is further encouraged, for example, 'What I do at the weekend ' sheets welcomes parents comments, which motivates children's communication as they talk with the childminder about their exploits at home.

The childminder organises her home to create an inviting and welcoming environment for the children, where they can freely and safely choose toys that appeal to their interests, and initiate their own play and learning. She is pro-active in considering the views of parents to inform self-evaluation and drive continuous quality improvement forward, for instance, enhancing children's interests at home by going along to musical activities in the community. Since registration, the childminder has attended several training events, to improve her knowledge of child development, and how children learn through play. As a result, key areas for future development includes simple gardening activities after attending a Get Mucky course, which also significantly contributes to promoting better outcomes for children. Good thought is given to the limitations of the earths resources. Wooden toys and lots of natural resources are sustainable, and the childminder teaches children how to make plant pots out of yogurt cartons, and shakers out of plastic bottles.

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

Children are very settled and content in the childminders home, and displaying their colourful paintings, boosts self-esteem and nurtures their sense of belonging. They enjoy warm relationships with the childminder who is very attentive and has a lovely rapport with the children. For instance, children relish her reassuring cuddles as they show signs of tiredness, and kind words of praise and encouragement helps them feel good about themselves and learn what they have tried or done well. Children eagerly engage in their play in a warm, well maintained and enabling environment, which affords them plenty of stimulation and interest. Young children show plenty of curiosity when exploring different textures, such as paint, shaving foam, pine cones, pasta or sponge, and begin to make connections when they turn knobs to operate toys. This means that children become active learners, confidently initiating their own play and learning.

Very good emphasis is given to ensuring that children from different family backgrounds feel valued, reflected in their friendships, happiness and confidence. For instance, children begin to develop respect for one another's culture, as they celebrate Hanukah and make Christmas cards. Children behave very well, showing consideration for others as they share toys, take turns and follow simple instructions, such as tidying away toys. Regular visits to the local toddler group also provide worthwhile occasions for young children to socialise with others. Children enjoy lots of opportunities to connect with nature and the outdoors. Collecting leaves to make Autumn pictures helps children to become aware of the changing seasons, they learn about growth through the cress seeds they plant and love to feed the birds in the garden. Children become aware of their local area with visits to places of interest, such as the park, library and Baby gyms, which are enjoyed by all. Awareness of the wider community, however, is not maximised because there are few resources reflecting positive images of disability in the wide range of play materials.

Children are afforded plenty of space for active and restful activities, and child sized furniture and comfy sofa's enables them to sit in comfort with their friends. They move freely and with confidence because all the necessary safety equipment is in place to minimise hazards. Learning to keep themselves safe is nurtured and encouraged, for instance, children regularly practise fire evacuation, and crossing roads on outings. Meals times are a very social occasion where good manners are nurtured, and fresh fruit and vegetables everyday helps children develop their awareness of healthy eating. Children gain good levels of independence for their age, and learn to listen to their bodies as they help themselves to water when thirsty. They become aware of personal hygiene through their natural daily routine, and washing hands is an enjoyable activity for them. Outdoor play is a particular favourite and the garden provides a variety of safe challenges. Crawling through the play tunnel, climbing, digging with simple tools and bouncing on the trampoline promotes children's physical skills and awareness of a healthy lifestyle.

Good opportunities are provided to promote children's creative development through a range of media. Children especially enjoy re-enacting their own

experiences through role play, helping them to make sense of the world, and activities at the Lowry theatre extends their interests in art and craft. They begin to develop an awareness of number through their daily routines, and their early literacy skills are supported well. For instance, the childminder sits reading and sharing books with the children, encouraging repetition of words and sounds. Number rhymes, print as labelling, and becoming aware of technology as they play with the cash register or phone also nurtures children's future skills. Starting points, discussions with parents, photographs and observations linked the area of learning the skill relates are used with success to identify and plan for children's next steps in learning. Every child has a contact file where information is recorded, and the childminder recognises that she is not yet tracking children's progress toward the expectations of early years learning goals. The childminder has a good understanding of how children learn through play, and plans and provides a balance of child-initiated play and adult-led activities, with emphasis on enjoyment and involving their interests. As a result, children have plenty of fun and thoroughly enjoy their play whilst making good progress in their learning and achieving.

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	3
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