

Inspection report for early years provision

Unique reference number	EY394637
Inspection date	15/12/2009
Inspector	Susan Elaine Heap
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 husband and four children aged nine, seven, four and two in New Moston, Manchester, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. Access to the home is via steps to the front and rear doors.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding five children in this age group, who attend on a part-time basis. She also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The childminder has a very good knowledge of the children she is caring for. This enables her to provide a stimulating range of activities, both inside and outside the home, which ensures that each child makes good progress in their learning and helps them to become active learners. Children are safe and secure because the childminder places emphasis on this through the successful systems she has in place. The childminder is enthusiastic and eager and shows a strong commitment to improvement through reflection on her daily practice, and has a thirst for further knowledge and on-going training. Emphasis is placed on having high quality professional relationships with parents, which means that each child receives an inclusive service.

What steps need to be taken to improve provision further?

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

- develop links with other settings that children may attend to ensure that each child receives a challenging and enjoyable programme of learning and development
- implement a system to monitor children's progress towards the early learning goals to ensure that any gaps in their learning are identified.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder places a sound emphasis on this. Written risk assessments ensure children are cared for in a safe environment and she develops children's knowledge and understanding of safety through discussions and planned activities, such as talking about road safety as they are out and about in the local community. The childminder demonstrates a sound understanding of safeguarding issues and has all the relevant contact numbers and procedures in place should she have any concerns about a child in her care.

The childminder demonstrates a strong level of commitment to developing a professional service. Through reflecting on her daily practice, she accurately identifies her key strengths and successfully identifies areas for improvement. She is highly motivated and successfully puts any new ideas, skills or knowledge learnt into daily practice, such as developing activities to extend and enhance children's understanding of mathematical shapes and language. She is enthusiastic about developing her knowledge and understanding through training and has already identified further courses she wishes to attend.

All the required documentation to successfully promote children's care and welfare is in place and is successfully used to underpin her daily practices. Parents are given good information about their children's learning and development through the use of children's individual files, which give a pictorial and written record of their activities and progress. The childminder encourages parental involvement through daily conversations which enable her to discuss any changes required to children's daily routine, such as working successfully together on toilet training. She has recently introduced parental questionnaires to help her to reflect on and improve her daily practice. Very positive written feedback from parents is available. These comment on the high quality of care and activities offered and on how their child is progressing. Partnership working with other settings which children may attend is not yet fully established.

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

The childminder supports children very well in their learning and development and they benefit greatly from her enthusiasm. She spends time at their level, interacting with them, developing their language and encouraging them in their play, for example, giving lots of verbal praise to develop their confidence and self-esteem. She has successfully embraced the introduction of the Early Years Foundation Stage and has a secure knowledge of the requirements. She demonstrates an excellent knowledge of the children in her care, and their likes and dislikes, and has made an excellent start on implementing observation, planning and assessment systems. These are of good quality, though systems to monitor children's progress are not yet fully in place. Children's next steps are clearly identified and planned for, which means that children make good progress in their learning and development. For example, the childminder successfully links

children's school work on shape to activities all children can benefit from. Older children in the early years age range take photographs of different shapes in the community, such as statues, railings, and patterns, while the younger children use different shaped sponges in a printing activity. As a result, children learn about mathematical language in everyday activities, which helps them to develop skills for the future.

The childminder's approach to developing children's understanding of healthy lifestyles is very good. Children frequently engage in fun and challenging activities which enhance their physical well-being, such as sack races, crawling through tunnels, riding on wheeled toys or outdoor play in the rear garden. They practice their fine motor skills as they use a variety of tools in the play-dough, such as spatulas, rolling pins and cutters. They are totally engrossed in their play and show off their skills, saying 'look, I can squeeze these'. The childminder actively promotes healthy eating and children greatly benefit from activities which develop their knowledge further, such as shopping trips where they choose and weigh their own fruit and vegetables. They benefit from a healthy, nutritious diet, where meals are home-cooked, and have lots of opportunities to taste and try new foods, such as feta cheese and olives. Children manage their own personal hygiene very well, and good systems ensure the risk of cross-infection is minimised; each child has their own facecloth, towel and toothbrush.

Through the recent introduction of the practice of monthly fire drills, children are learning what to do in an emergency; older children help to escort younger children out safely by holding their hands. They have some opportunities to learn about diversity and the wider community through discussions and activities which link to other cultural festivals throughout the year, such as Eid and Diwali, or through using reference books which portray positive images of different people in society.

Children thrive in the warm, welcoming, child-focused and homely environment, which is well organised and enables children to make choices, follow their interests and develop their independence. They have formed good relationships with the childminder and the other children. For example, they chat to one another as they explore the paint or moon sand. Children are very well behaved and good manners are always encouraged. They are increasingly invited to make decisions about their care, such as choosing and naming the new kitten, and they choose their own reward chart, either a star or smiley face. This gives them a good sense of belonging and means that they are taking responsibility for managing their own behaviour.

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	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	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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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