

Inspection report for early years provision

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| Unique reference number | EY392069 |
| Inspection date | 17/11/2009 |
| Inspector | Rachel Ruth Britten |
| 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 parents and one child aged two years. The family live in the Salford area of Manchester. The whole of the ground floor and the upstairs bathroom are used for childminding purposes. There is a secure garden available for outdoor play. There is a pet cat.

The childminder is registered to care for a maximum of five children at any one time, two of whom may be in the early years age range. She operates all year round, working alongside her mother co-childminder. Together, they may mind a maximum of eight children under eight years at any one time. There are currently three children on her roll, aged from six months to eight years. Of these, two are within the Early Years Foundation Stage (EYFS). The care for children aged over five years is registered on the compulsory and voluntary parts of the Childcare Register. The childminder is supporting children with developmental and educational needs.

The childminder has an appropriate level 3 qualification in Early Years (Nursery Nurse Examination Board) and has completed required basic childminding training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder enthusiastically includes every child and meets their unique needs. She forges warm and understanding relationships with each one, promoting outstanding health, confidence and independence. Children make good progress because she plans activities and a highly stimulating indoor and outdoor environment, teaching children with skill through play and simple daily routines. The childminder knows how to apply safeguarding procedures and teaches children effectively how to be safe. Partnerships with parents and in the wider context are generally good. The childminder works very effectively with her co-childminder so that their policies and procedures overall work well. Training, advice and the Ofsted self-evaluation tool are also used to aid continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure that the daily register of attendance is kept accurate at all times in case of emergency
- extend the use of summaries of progress and next steps plans and involve parents and other child carers closely in these so that children receive consistent and complementary care which promotes ongoing progress.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children well because she is vigilant and talks to them about safety as they play. She escorts them safely up and down the stairs to use the bathroom, holding hands or going down on bottoms as appropriate. She uses training she has had about active play to help children develop good physical coordination and to safely enjoy running, climbing, swimming and being messy in the right places, such as parks and open spaces. She uses age-appropriate safety equipment for walking along the roads or being transported in the car and teaches children about stranger danger and not picking up things without asking. She works effectively as a team with her mother co-childminder to make sure that children play safely for the ages of all those attending. The register of attendance is generally accurate however on two occasions, including the day of inspection, a child's arrival times had not been recorded making it unreliable in the event of an emergency. Nevertheless, most policies and procedures support safety well, including risk assessments and parental consents for emergency medical treatment, using the trampoline, taking photos, and going to beaches, swimming pools and ponds.

The childminder has a good working knowledge of the Early Years Foundation Stage and actively takes part in training and activities where models of good childcare practice are seen. For example, she is utilising 'Busy feet' training to extend children's enjoyment of music and movement indoors and takes them to story time at the local library. She also attends playgroups with them and utilises the advice of childcare advisors about how to set out the environment to maximise children's choices and learning through active play. She observes and records children's individual progress jointly with her co-childminder and jointly plans activities which are based upon children's individual interests and the next steps they need to take. She skilfully leads physical, role play and creative sessions with children, using the space, materials, technological equipment and her own enthusiasm to excellent effect. The childminder shows good insight into her strengths and ability to provide good quality individualised care.

The childminder establishes supportive and sensitive relationships with parents and hopes to inspire them with the opportunities she provides and the progress which their children are making. She instigates child-friendly, practical measures, such as a special box for the dummies and a frog reward chart and lucky dip prizes to encourage children to play and communicate without dummies and to inspire them to behave well. She gives parents positive feedback each day about their child and shows parents the daily diaries, photo displays and progress files. As a result, parents are delighted with how much progress they can see in their children and some are continuing with mealtimes together, healthier eating, and routines for sleeping and active play. The childminder and her co-childminder together make written assessments of children's starting points and parents have written their comments about these. However, subsequent progress reports are not available and plans for children's next steps are not clearly summarised. This makes it difficult for parents to see what the current aims are for their child. Children presently attending do not receive any concurrent childcare in other settings or any

specialist input, but the childminder can confidently assess and arrange additional advice and/or support in conjunction with parents, if this is needed.

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

The childminder successfully supports each child's learning and development with enthusiasm and skill. She adds challenge and provides a lively role model for each child, balancing planned activities with time for children to choose and develop their own play. For example, she adds food colouring to the water children are decanting down a wooden chute and takes the large spider down from the displayed web indoors because children want to play with it outside. Equally, she leads children in story times, nestled comfortably in the den under the stairs, and sings and makes music with them as a group as they choose the instruments, shakers and nursery rhymes.

Children's social and independence skills are improving greatly and they are gaining in confidence. Their self-esteem and ability to solve problems and understand their world are promoted because the childminder praises and encourages them in all their efforts and play. She facilitates them to play with children of varying ages, helping them to tolerate one another's differences and manage conflicts over toys. For example, she explains why one child does not like the 'Busy feet' activity and has gone into the other room and provides distraction and conciliation to help children take turns. She promotes children's personal and communication skills well, so that they are confident to put their dummies in the 'magic box' and can ask for help to put on their dressing up costume. Children's opportunities to be healthy are outstanding. They play outside for much of the day, for example, painting; marking on a clip board their 'recipe for the bears' porridge; and playing in the sand, water and porridge oats. They maintain their own health excellently, having routines and time to use wipes to blow their own noses; use individual face cloths and towels; wash their hands and clean their teeth. They are encouraged to try foods they are not sure of and make healthy food choices.

Weekly activity plans cover children's individual needs and ensure that all the areas of learning are provided. Observations are regularly undertaken to document the progress each child is making through their play and experiences. The home and garden provide outstanding stimulation because an enormous variety of materials are set out within reach for children to use how they choose. For example, they move around the front yard, choosing a stacking ring or bowls of different sizes to fill with porridge oats. They dress the dolls and pour water down the chute. They play in the role play shop, make a large painting and put the cars into the sand in the rear garden. Children's sense of belonging and confidence are improving quickly as they sit together in a circle, greet one another and share the 'good morning song'. They sit together for stories, table top play dough, and for meals and snacks, talking about the good food they are eating and what they have enjoyed doing this morning.

Learning opportunities and activities away from the home complement what

children do in the setting. They explore the woods in the rain, go pond dipping and find newts, and are learning to swim. Each day they play at the local park after school and enjoy weekly story time at the library. All pre-school children attend playgroups and walk to local shops where they meet adults and children from their own community. Children are immensely secure with the childminder and her mother co-childminder and are making excellent progress with the social skills which enable them to make a positive contribution. They are learning how to manage their feelings with sensitive use of the 'thinking step' where the childminder talks one-to-one with them about their behaviour. Throughout the day, the childminder praises and rewards children when they show kindness, cooperation, persistence, or helpfulness. They move their frog up the lily pads numbered one to six until they have got a prize to choose from the lucky dip box. Strategies are used with consistent praise and sensitivity so that children's confidence and social skills are developing quickly. As a result, they are making good progress overall, based upon their starting points.

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

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| 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

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| 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 | 1 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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| 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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