

Inspection report for early years provision

Unique reference number	312782
Inspection date	07/12/2009
Inspector	Julie Morrison
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1992. She lives with her husband and two children aged 17 and 12 years old in New Maske. She has a pet rabbit. The childminder's home is accessed by two steps. The whole of the ground floor of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7am to 6pm for 47 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five to 11 years old. This provision is registered by Ofsted on the Early Years Register, and 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.

The childminder provides a warm and friendly environment for all children and their families. Effective procedures are in place to gather information from parents, in order to ensure that children's individual needs are met. The childminder provides a wide range of experiences for children, this ensures they have good opportunities to make progress across all areas of learning. She makes good use of self-evaluation processes to identify areas for further development. This supports continuous improvement and promotes outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to ensure that identified next steps are used to inform future planning and meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training, and as a result, has a very good understanding of her role and responsibility within this area. Consequently, children's safety and well-being are ensured. This is further supported by regular risk assessments to effectively reduce the chance of accidental injury. The childminder holds a current first aid certificate, and has procedures in place to obtain consent from parents for emergency medical treatment. This ensures that she could respond to accidents quickly and effectively. The childminder evaluates her practice well. She has made good use of the Ofsted self-evaluation form, and

works closely with Sure Start and other childminders to identify areas for future development. This is complemented with regular training which has a positive impact on children's learning and welfare. The recommendation raised at the previous inspection has been addressed. This helps to promote outcomes for children. Space and resources are organised effectively to enable children to make choices about their learning and play, and begin to develop increasing independence.

Good relationships with parents are beneficial to the continuity of care that the children receive. The childminder speaks to them on a daily basis, to ensure they are fully informed of the activities their children have enjoyed and she shares resources with them. This enables them to continue their children's learning at home. The childminder has not had any opportunities to care for children with special educational needs and/or disabilities. However, she demonstrates a positive attitude to working with parents or professionals to meet any specific requirements. Effective links have been made with other providers providing the Early Years Foundation Stage to children. This has a positive impact on continuity of care and learning for children.

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

The childminder has a good understanding of the Early Years Foundation Stage. She ensures that she is covering all areas of learning with each child, and complements activities with a wide range of trips to places of interest. For example, to museums and the farm. Children enjoy their time with the childminder and are eager to participate in the variety of activities provided. They behave well and are beginning to understand the consequences of unacceptable behaviour to others, as the childminder implements good strategies for managing behaviour. Her confident approach to equal opportunities including, planned sessions to celebrate different religious festivals and singing French songs, contributes to children's positive attitudes to the wider world. This is complemented with access to a selection of resources, which nurtures children's growing awareness and understanding of difference. Children have clearly established positive relationships with the childminder; they come to her for cuddles, kisses and reassurance and are clearly very happy and secure in her care. The childminder interacts well with children to extend their learning; she sits on the floor and engages in their play, encouraging them to match shapes and name colours. Children have good opportunities to develop their communication skills; the childminder chats constantly with them and responds positively to babies early sounds. Completing jigsaws and exploring a variety of shape sorting resources promotes children's problem solving and reasoning abilities as well as developing their fine motor skills. For example, babies remain engrossed as they try to fit toys into a play bus while older children try to match shapes and colours. All children have good opportunities to develop their creative skills as they enjoy, role play, exploring play dough and a variety of arts and crafts. Activities, such as, baking are used to good effect to support a wide range of learning, for example, children confidently identify numbers on the scales, mix the ingredients and talk about how hot the cakes will be in the oven. The childminder has introduced individual files for the

children which show progression towards the early learning goals along with observations of the children's learning. These are linked to the areas of learning, however, there is no clear procedure to show how identified next steps are used to inform future planning. The impact of this is ,however, slight as the childminder knows the children well.

Children are welcomed into clean and well-kept premises where they have good space to play both indoors and outdoor. They are learning about the importance of good personal hygiene, and are becoming increasingly independent in their personal care. For example, they know they must wash their hands after the toilet and before cooking. Children do not attend if they are sick, which enables the childminder to protect others from illness. They enjoy physical play and have a variety of outdoor toys and resources to use in the rear garden. The childminder also takes them to the nearby park, where they can run about and enjoy exercise in the fresh air along with a variety of regular toddler groups. This provides children with lots of opportunities to socialise with their peers. Meals are provided by parents. However, the childminder supports their awareness of keeping healthy through planned topics, such as 'our bodies'. Children are safeguarded well as the childminder's home is secure at all times. This is supplemented with appropriate safety equipment, such as stair gates and socket covers, along with good levels of supervision at all times. Children have good opportunities to learn about keeping themselves safe. They practice regular fire drills and take part in planned activities to identify risks around the home. All required policies and procedures are in place to ensure children's welfare is safeguarded and promoted.

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