

Inspection report for early years provision

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Inspection date	15/02/2010
Inspector	Susan Janet Lee
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 2001. She lives with her daughter aged 11 years in Bolton. The lounge and kitchen–dining room on the ground floor and the bathroom and two bedrooms on the first floor are used for childminding purposes. There is a rear yard available for outdoor play. The family has a pet dog.

The childminder is registered to provide care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children in the early years age group and four older children on roll. The childminder is able to take children to and collect them from the local primary school and she is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are cared for in a safe, hospitable and supportive environment and their welfare is successfully promoted. The childminder knows the children well and meets their needs effectively. Children benefit from the positive relationships shared between their parents and the childminder. Good arrangements are in place to keep parents informed about their children's daily activities and developmental progress. The childminder has developed her own methods of self-evaluation and these enable her identify her strengths and areas for future development.

What steps need to be taken to improve provision further?

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

- practise the emergency evacuation procedure with the younger children on a regular basis.

The effectiveness of leadership and management of the early years provision

The children are protected because the childminder has a secure understanding of her role in relation to child protection procedures, and she shares her safeguarding policy with parents and carers. Comprehensive risk assessments contribute to keeping the children safe. The childminder takes positive steps to ensure that the environment and resources are sustainable. The premises are well organised and child friendly. There is a wide range of resources available which are used well to support children's learning and development.

The childminder is an enthusiastic childcare practitioner who has a good commitment to further improving the service she provides. She recognises the

value of self-evaluation to help her to monitor and evaluate her provision. Parents and children are involved in the evaluation process. The childminder also receives support and shares ideas within a close network of other childminders. Recommendations from the last inspection have been successfully met. All areas of the home are now safe. The children are never left alone with persons who are not vetted. All appropriate documentation is available for inspection purposes and a complaints procedure is now in place.

The childminder provides an environment which is warm and accepting of everyone. She works closely with parents to meet every child's needs, including those with special educational needs and those who speak English as an additional language. The childminder has developed a portfolio which includes a range of written policies and procedures. These documents are shown to and discussed with parents at the initial meeting. Parents are given copies of the policies and they sign to confirm they have understood. This helps to establish good working associations and a mutual understanding from an early stage. Written references from parents show they are happy with the service provided, levels of care and activities afforded. They feel the childminder is caring and helpful and that she provides a flexible service to accommodate any changes in their working shift patterns. Parents praise the way in which their children are involved in lots of fun activities and trips out. The childminder has forged good relationships with other settings to ensure children's needs are met and to provide continuity of care.

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

Effective systems are in place regarding planning and assessment. The childminder plans a wide range of interesting activities to help the children make good progress in all areas of their development. For example, children enjoy visiting a farm and an aquarium, and they play in the park and feed the ducks. They have fun playing in the sand and water and enjoy imaginative play and dressing up. The children develop an awareness of themselves, each other and the wider world. They have access to a range of resources that reflect diversity, celebrate their own and others' festivals, and visit amenities in their local community and further afield.

The children enjoy joining in with everyday activities. They develop good self-help skills as they choose what to play with, help to tidy toys away, wash their hands and help the childminder to prepare their snack. Older children show care and concern for the younger children. They help them at snack time, play with them and pass toys to them. The children learn to care for other living things. For example, during summer, they grew flowers and watered them to help them grow.

The childminder dedicates time playing with and talking to the children. She shares warm relationships with them and they are secure and confident in her care. The children clearly enjoy their time with the childminder and they thrive on her interaction and attention. All the children are fully included. The childminder adapts activities so that individual children have opportunities to participate at their own level. She also spends valuable one-to-one time with the children so that they feel valued and are able to make a positive contribution. The childminder nurtures

children's communication skills. She listens when the children speak and responds to answer their questions and to extend their language. The childminder encourages children's mathematical awareness as she introduces concepts such as numbers, shape and size into their play and daily routines. The childminder helps the older children to use problem-solving skills to help them calculate. For example, she helps children to work out how many big cups and how many small beakers they will need at snack time.

The children develop social skills and begin play cooperatively. Children play with a doll's house. They play well together and add narrative to their play. They move the figures from room to room to act out their game and talk to each other to negotiate and to agree the next scene in their play. The children have lots of opportunities to be creative and to express their own thoughts and ideas. The youngest children are able to develop early skills of writing as they make lots of marks through meaningful and practical activities. Older children form recognisable letters and are able to write their names on their pictures. The childminder values children's creativity and she talks to them about their pictures and admires their creations. The children enjoy building with bricks. The younger children join the bricks together to make a tower. The older children build more complex models and use the bricks to build up and along. The children play with puzzles. The childminder encourages the children to look at the picture on the box and guides them with questions to help them complete the puzzle. She uses positional language such as up above, under and below to help the children position the pieces of the puzzle correctly.

Children's safety and well-being are promoted through effective health and safety procedures and practices. The children develop an understanding of a healthy and active lifestyle. They learn about the importance of good personal care and hygiene through well-planned daily routines and they have lots of opportunities to enjoy physical exercise in the fresh air. The children are well nourished because the childminder provides a menu which includes home-cooked meals and fruit and vegetables to aid their growth and development. The children enjoy baking cakes, bread and biscuits and they make their own pizzas. The childminder has a good understanding of safety and all reasonable steps have been taken to ensure the environment is safe and secure. Older children develop an awareness of what to do in an emergency, such as a fire, as they have practised the emergency evacuation procedure. However, the childminder has not yet practised this with the youngest children. The children are polite and behave well because the childminder acts as a positive role model. She also acknowledges children's efforts and achievements. Consequently, the children grow in self-assurance and they feel valued and special.

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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