

Inspection report for early years provision

Unique reference number	EY258842
Inspection date	18/01/2010
Inspector	Susan Lyon
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 2003. She lives with her husband and two children in Manchester. The childminder is registered to care for six children under eight years at any one time, no more than three of which may be in the early years age range. The rooms and areas of the house used for childminding are the lounge, dining room, kitchen, upstairs bathroom and back garden. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder provides an out of school service from local primary schools. There are no pets in the household. There are currently six children on roll, some attend part time.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and eager to play. The childminder has a good understanding of the Early Years Foundation Stage (EYFS) framework. She spends time talking to children and helping them to learn. Observation and assessment arrangements are in place, although, these are not always used to identify next steps. Children's safety and welfare is promoted well. All children are included and their individual needs met. The childminder demonstrates sufficient capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- use information from observations to identify and plan for the next steps in children's learning and development in order to help them progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted well through detailed written risk assessments for the premises and outings. Numerous safety measures are in place to create a safe and secure environment for children with suitable measures to keep children safe on outings. An emergency escape plan is practised regularly, contributing to children's safety whilst on the premises. All documentation is in place to ensure the safe and efficient management of the provision, such as, a valid first aid certificate and daily register. Children are protected through the childminder's good understanding of her role in child protection and her awareness and vetting of household members.

The childminder evaluates her practice to bring about improvements. For example,

she has increased floor space for play by fixing a cupboard to the wall for the storage of toys and has increased resources by obtaining puzzles, dressing up clothes and a tea set. The childminder remains enthusiastic and motivated and enjoys childminding. She seeks feedback from parents by giving out parental questionnaires and asking if they are happy with the care. The childminder has taken reasonable steps to bring about improvements to the service by completing recommendations from the last inspection. For example, she has increased her knowledge of the EYFS framework and she now practises the emergency escape plan with children every three months. These improvements enhance the care and safety of children attending the setting. Furthermore, the childminder attends on-going training to increase her knowledge and skills.

Children benefit from the childminders partnership with parents. She keeps them informed of how their child is doing through daily chats. Parents are involved in children's learning and development through the sharing of observations and photographs of the children partaking in activities. New parents receive appropriate information, such as, a range of policies and the registration certificate is displayed. Satisfactory information is obtained from parents regarding the uniqueness of each child, such as, language spoken at home, comfort items and special words. Children's individual needs are discussed with parents and recorded on child record forms, which include health and dietary needs.

Children learn to respect differences, as the childminder talks about people who are different in order to promote awareness and understanding. Diversity is valued, as there is some recognition of festivals from other cultures, such as, making lanterns for Chinese New Year. All children are included in activities as the childminder changes and adapts the way play is provided to suit all levels of ability. The childminder has established some links with other childminders providing the EYFS framework to support her learning and provide opportunities for children to attend groups and mix with other children. The childminder works with other agencies, such as, support workers and speech therapists by sharing information to help children achieve and progress.

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

The childminder helps children to learn as she spends time talking with them. She has a good understanding of the EYFS framework and provides a stimulating and welcoming environment, covering all areas of learning. Children frequently make sounds and use single word utterances. They respond to simple instructions and show interest in songs. Children enjoy going for walks and collecting leaves. They are curious about their environment as they touch and play in the snow. Children show interest in toys incorporating technology, as they ably press buttons to operate sound and musical toys. They concentrate well and spend extended periods of time lining up and counting the trains. Children begin to learn that some things are shared as the childminder talks to them about taking turns. They develop an awareness of number names as they count building blocks and trains. Children move in a range of ways and engage in activities requiring hand and eye coordination, such as, lace threading. Children create drawings and notice what

adults do, imitating what they observe, for example, picking up the telephone and saying hello.

Children freely explore the environment as they easily access some play resources. They also benefit from adult-led activities, such as, singing and stories. Babies and young children develop their senses through exploring a good range of wooden and metal objects with different textures.

Observation and assessment arrangements record what children can do, although, the next steps in their development are not always identified and planned for, hindering their progress towards the early learning goals. Appropriate discussions help children learn to keep themselves safe. Children show they feel safe as they move around safely and confidently. Children benefit from fresh air and exercise as they walk to and from school and sometimes play in the garden. Children are given healthy choices at snack time and learn about foods that are good for them by making posters and having discussions. An exclusion policy in place with satisfactory nappy changing routines, this helps prevent the spread of infection. Appropriate action is taken when children are ill and they understand good hygiene as they say 'wash hands' before snack. Drinks are freely available keeping their bodies healthy and hydrated.

The childminder treats children with kindness and consideration, as a result children have fun and enjoy themselves at the setting. They frequently smile, laugh and chat together. Children enter the setting confidently and enjoy positive relationships with each other and the childminder.

Children feel a sense of belonging as they are cared for in a homely environment. Some play resources help children become aware of the wider world and value diversity, such as, ethnic dolls and books showing different cultures. Children are valued as they are gradually introduced to the setting through visits with parents, to help them become familiar with the childminder and the surroundings. Children's behaviour is managed positively through clear boundaries and explanations, contributing to their confidence and self-esteem. Overall, children are making some progress towards the early learning goals and developing skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	3

The quality of the provision in the Early Years Foundation Stage

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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