

Inspection report for early years provision

Unique reference number	EY386854
Inspection date	11/03/2010
Inspector	Shirley Leigh Monks-Meagher
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 two children aged 14 and 11 years in the Chadderton area of Oldham. The family have two cats. The whole of the ground floor of the childminder's house is used for childminding although the conservatory is a dedicated playroom. Toilet facilities are on the first floor. There is a low step to the front and rear entrance and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of these, two may be in the early years age range. She currently has six children on roll and two of these are in the early years age group. The childminder is registered on the Early Years Register and cares for older children on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children thrive in the warm, welcoming and child-orientated setting. Their safety and welfare are ensured through effective policies, procedures and practice. A stimulating learning environment values the uniqueness of the children and enables them to be fully included. Good relationships are established with parents and others to ensure continuity of care for the children. The childminder has made good progress in developing her service since registration but a system for monitoring and prioritising continual development is not fully in place.

What steps need to be taken to improve provision further?

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

- develop systems for reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

High importance is placed on ensuring that the children's welfare is fully safeguarded. The childminder seeks and records all legally required information about the children and their families. She has clear agreements with parents and knows who can have legal access to each child, including who may collect them. The childminder fully understands her responsibilities under the Children Act. She is knowledgeable about child protection issues and has a secure understanding of the procedures to follow in the event of concerns about the children. All the required policies and procedures are in place and implemented effectively to ensure the safety and welfare of the children.

The childminder demonstrates a strong commitment towards promoting equality. Activities and toys are organised to enable all children to participate fully. A bright and stimulating environment is provided where children can easily access toys of their choice. Planned activities, resources, music, toys and books help to promote the children's understanding of diversity. Robust risk assessments work well in practice to keep children safe both on and off the premises. The children experience good levels of supervision and individual attention which ensures their safety and well-being. The childminder undertakes training for her professional development. For example, her recent diversity training is evident in all aspects of her practice and contributes towards the positive outcomes for the children. She has made a good start with her childminding business and is beginning to reflect on her practice realistically but has not yet fully developed a system for self-evaluation to help target areas for continual improvement.

The children make good progress in relation to their starting points, because the childminder understands their needs and backgrounds. The childminder's friendly manner and commitment to working in partnership with parents and other providers helps to build strong relationships. Parents are kept well-informed about their children's achievements and well-being, both verbally and in writing. Parents' views are sought and acted upon. Parents speak highly of the care and affection their children receive at the setting.

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

The childminder is warm and nurturing, enabling the children to establish close, trusting relationships with her. They demonstrate a strong sense of security in her care, confidently chatting to her, making their needs known and expressing their thoughts and ideas. Routines are consistent and help the children to know what to expect next. The childminder has a secure understanding of the Early Years Foundation Stage and how young children learn. Observation and assessment are integral to her practice and the information she gathers is effectively used to monitor children's progress and plan for their future learning.

The children are active, inquisitive learners who confidently make choices, follow their interests and express their ideas freely during their play. The children are motivated and eager to participate, and spend their time involved in purposeful and meaningful play. The childminder makes activities exciting and interesting, which sparks the children's interest and imagination. For example, the children have collected natural materials on their journey home from school, which stimulates them to decorate cards for Mothering Sunday.

The childminder spends her time playing with the children, who have lots of opportunities to learn about themselves, each other and the wider world. Planned activities, such as celebrating Saint Patrick's Day, cultural music and songs, and an excellent range of resources, help the children to begin to learn about the wider world and different cultures. The children learn about shape and number as they fit puzzles, practise writing numbers and draw pictures with accurate

representation, for example, eight legs on the octopus. They use their imagination to act out familiar scenarios and to express their creativity, such as making up rhymes for their cards.

The children are learning about safety issues, for example, road safety and stranger danger. They remove their boots and shoes when they arrive and know where to place them so that no one trips over them. They practise the emergency evacuation procedures so they know what to do in the event of a fire. The children learn to adopt healthy lifestyles. Good role modelling by the childminder and routines help the children develop an awareness of personal hygiene. Nutritious meals and activities relating to healthy foods help the children to recognise and understand healthy food choices. The children help themselves to fruit from the fruit bowl when they need a snack.

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	3

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	3
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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