

## Inspection report for early years provision

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<b>Unique reference number</b>	EY342936
<b>Inspection date</b>	02/02/2010
<b>Inspector</b>	Judith Anne Kerr
<b>Type of setting</b>	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 2006. She lives with her husband and three children aged five, eight and 10 years in the Salford area of Greater Manchester. The whole of the ground floor and the first floor bathroom are used for childminding purposes. There is an enclosed front garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and is currently caring for a total of five children on various placements on the Early Years Register. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She takes children to and from school and attends the local adult and toddler groups on a regular basis.

The childminder 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 childminder has a secure knowledge of the Early Years Foundation Stage (EYFS). She has a comprehensive understanding of each child and inclusion is well promoted. She is kind, caring and provides a homely, welcoming environment for children. Activities provided are developmentally appropriate and children are happy, confident and busy. A strong emphasis is placed on relationships with parents and others involved in children's lives. The childminder demonstrates a positive attitude to continuous improvement and recognises where key areas for further development within her childminding practice lie.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission from parents for each and every medicine before any medication is given (Safeguarding and promoting children's welfare). 02/02/2010

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

- consistently identify the next steps of children's learning and ensure learning priorities for children are incorporated into short-term planning.

## The effectiveness of leadership and management of the early years provision

A high priority is given to children's safety. The childminder is clear about her role in safeguarding children and understands the procedures to follow to protect them

from harm and abuse. Children are well supervised as they play and all reasonable steps have been taken to ensure that children are cared for in a secure environment. Risk assessments are completed for the premises and outings to monitor children's safety. In addition, daily checks are undertaken on all areas of the home used for childminding purposes. Relevant checks have been undertaken by Ofsted to ensure the childminder's suitability to work with children. Comprehensive documents and policies required for the safe and efficient management of the provision are available, up-to-date and organised to respect confidentiality. All consents relating to the welfare of the children are in place with the exception of specific permission for each and every medicine. This is a breach of requirements.

The childminder reflects critically on her practice and is able to give an accurate overview of her provision. The views of parents contribute to the self-evaluation process. The childminder is fully committed to the ongoing development of her service and attends short courses to increase her knowledge. Future training needs are targeted to further promote positive outcomes for children.

The childminder strives to provide an inclusive service for both children and their families. She organises her day to meet the needs of the children in her care. The childminding day includes a good balance of rest, learning and play. Friendly, professional relationships have been established with parents, helping to promote security and consistency in children's lives. Gradual introductions are encouraged to settle in new children. Parents have access to all their child's records and their contributions are invited. The childminder also works well with parents to support children's learning at home. Menus and certificates are displayed together with information on the EYFS and activities provided. Written information, via a detailed daily diary, verbal feedback and text messages give parents a clear understanding of how their children have spent their day. From the letters received it is clear that parents are extremely happy with the care afforded to their children. Positive links with other professionals and providers of the EYFS have been established.

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

Children are provided with a wide range of activities which cover all areas of their learning. Planning takes into consideration the interests of the children and the differing learning styles of girls and boys. Systems to monitor children's progress are developing well. Starting points are identified in consultation with parents and through general and focused activities the childminder makes written observations of children's achievements and links these to the areas of learning. The next steps are sometimes identified but not used to identify future learning priorities for children and, as a result, planning is activity-based. The assessments are linked to elements of the framework to help track children's progress towards the early learning goals.

Examples of children's artwork and educational posters are displayed, giving children a sense of belonging within the home and creating an inviting learning environment. Good quality resources are stored within easy reach to allow children

to make informed decisions about their play. The childminder has a caring, warm approach and develops positive relationships with children; as a result, they are happy and settled in her care. Children confidently express their feelings as they ask for a yoghurt at lunchtime. The childminder skilfully uses the daily routine to promote children's learning. For example, when on outings they are encouraged to identify the colours of the cars and the numbers on houses. Children snuggle in closely as they listen to their favourite stories and enjoy making marks in the sand. Conversation flows freely throughout the day. Words are repeated to help with younger children's acquisition of language and as they play children are encouraged to recite simple number sequences on the way downstairs. Musical instruments motivate children to make sounds and they enjoy singing their favourite songs. Children have lots of fun engaging in meaningful role play as they pretend to give one another medicines and make a meal in the kitchen area. Such experiences contribute to children's future life skills.

Children learn to value and appreciate difference as they access resources that reflect diversity and take part in age-related activities which raise their awareness of the wider world. For example, they play with multicultural dolls and play figures and celebrate Chinese New Year by making lanterns and eating with chopsticks. Outings in the immediate locality are popular with the children as they feed the ducks and visit the art gallery where they make clay pots and birds. A wide range of creative opportunities, using a variety of media, encourage children to express themselves freely as they make reindeers with hand prints and explore the jelly and shaving foam. Children enjoy the time they spend outdoors using a pleasing range of resources to develop their physical skills.

From an early age the childminder teaches children the importance of sharing and taking turns. Instances of inappropriate behaviour are managed skilfully by the childminder who is calm, kind and consistent in her approach to behaviour management. Children's health is protected as the childminder's home is spotlessly clean. Hand washing is incorporated into the daily routine and stringent nappy routines are followed. Children are able to eat, sleep and rest according to their needs. They are provided with healthy, home-made meals and encouraged to understand the importance of eating a balanced diet to promote their good health. Drinks are within easy reach ensuring children remain hydrated throughout the day. Children's safety is assured as they are appropriately restrained in highchairs at mealtimes and in car seats when travelling by car. Furthermore, children are made aware of the potential dangers of the road and fire drills are carried out on a regular basis and recorded.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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