

Inspection report for early years provision

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Inspection date	26/03/2010
Inspector	Mary Kilroy
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 three children aged eight, 10 and 13 years, in the Fallowfield area of Manchester. The whole of the ground floor of the childminder's house is used for childminding.

The childminder is registered to care for a maximum of four children at any one time, no more than three of whom may be in the early years age range. There are currently two children on roll, one of whom is aged within the Early Years Foundation Stage age range and attends full time school. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children. She has established links with other early years settings that minded children attend, and that also provide the Early Years Foundation Stage framework.

The childminder walks to a local school to take and collect children, and attends carer and toddler groups and local amenities, such as the library, on a regular basis, when caring for children during the day. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending a setting where they are valued as individuals, and meeting children's individual needs and providing lots of attention are sound areas of the provision. Children are making satisfactory progress within the Early Years Foundation Stage, and observation, assessment and planning systems are developing well. Children are learning good strategies to remain healthy and safe and the childminder builds well on children's initial starting points and changing interests. They access toys and equipment confidently in a warm, inclusive environment. Children are settled and secure, and the setting successfully promotes children's safety and welfare.

What steps need to be taken to improve provision further?

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

- develop the assessment system to chart children's progress towards the early learning goals
- continue to plan challenging experiences for children linking to the six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder is working within the terms of her conditions of registration. All aspects of documentation examined at inspection are in good order and organised to respect confidentiality. A range of comprehensive policies are also available and are fully shared with parents. The premises is safe and risk assessments have been conducted for every area of the provision and for outings. The childminder has a good understanding of the signs and symptoms of abuse, and the procedures to follow should she be concerned about a child's welfare. The written safeguarding policy was updated following a course in 2009. Parents sign and date the policy to confirm that they understand their shared responsibility to safeguard children. Children are learning well about how to remain safe; for example children learn good strategies as the childminder regularly practises the emergency evacuation procedures with them, so that they are confident if they are used. Children learn about safety by using the green cross code, finding safe places to cross the road, through talks about stranger danger and by using hazard pictures to identify potential risks. Emergency evacuation procedures are written in Arabic, Somali and English, to ensure parents and children are fully aware of what to do; for example, if they smell gas or smoke. The childminder has completed a recent first aid course.

The childminder provides a secure learning environment for children and creates a relaxed homely atmosphere, with lots of individual support, where they can learn through play. The childminder meets children's individual needs, especially in providing anti-discriminatory play. All activities are open to every child, regardless of gender and boys enjoy the kitchen role-play area and vacuuming with a toy cleaner. Children enjoy baking activities and the childminder ensures there are many opportunities for this. The childminder provides activities on valuing diversity and has a range of toys and books which cover areas of equality and diversity. She has started to use written self-assessment to monitor her practice; however, this is still in the early stages. Training opportunities and plans for the future are well targeted. The childminder has completed training for a National Vocational Qualification at level 2 and is starting on a level 3.

The childminder obtains relevant information from parents to ensure welfare needs are met well in practice. She also works with parents to identify and agree children's starting points and builds well on their likes and changing interests, such as, sending home play dough for a child who enjoys it and has had to leave early. The Early Years Foundation Stage poster is clearly displayed for parents to view, and the childminder has translated it into Somali so that all parents are kept well informed about the framework. Parents state that they are happy with the care their children receive in a homely setting, and are kept well informed of their children's progress and welfare. The childminder devotes time to exchanging information on every aspect of the day. Parents confirm that they would know how to make a complaint if necessary. Links with other providers of the Early Years Foundation Stage framework that children attend, have been established; for example, with local schools, and the childminder has links with the children's

centre and works in a crèche during the day. She is a parent governor at her children's school and enjoys helping children with homework and school projects.

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

The childminder uses 'Me, me, me' books, which are completed with parents to agree children's starting points. She has a good understanding of children's likes and interests, and builds successfully on these. She is now using observation summary sheets which show lines of direction and learning intentions, and parents state that the childminder shares information about their child's continuous learning and development.

The childminder is able to translate documentation into Arabic and Somali and when minding a child who spoke Italian, the childminder and her own children learnt and translated key words. Children enjoy lots of stories and visits to the library, which foster a love of books and teach children how to handle and care for them. The childminder has books in dual language for children to access, and they enjoy story sacks to build on their interests. The childminder counts and calculates with children as opportunities naturally occur, such as counting stairs when climbing, counting cups to children, weighing and measuring and discussing volume; for example, 'more' or 'less than' when baking or making play dough. Children request more grapes or more water at snack time, and discuss glasses being half full or empty, when pouring drinks. They count ducks on the pond in the park.

The childminder provides lots of nature walks in local parks to see birds, squirrels and the changing seasons in the leaves on the trees. Children enjoy good tactile experiences when collecting natural materials for collages. The childminder encourages them to look, listen and question; for example asking 'Why have the leaves gone brown?' in autumn. Children enjoy feeding the ducks, which helps them to consider the needs of other living things and they enthusiastically recycle with the childminder. They particularly enjoy taking clothes to the recycle bin, and children were involved in a project to save a tree by recycling. Children visit the corner shop with the childminder and are able to queue to pay for items, count the change and use quick service check-outs in the library and supermarket.

Children's health and well-being are promoted well. They learn about good hygiene practices as they wash hands and use tissues appropriately as part of the daily routine. The childminder prompts and reminds them, such as, advising a child to wash the extra grapes first before adding them to the container. The childminder provides a wide range of fresh fruits and vegetables for children to self-select, and fresh drinking water is accessible so that children are able to control what and when they eat and drink.

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	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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	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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