

Inspection report for early years provision

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Inspection date	22/01/2010
Inspector	Christine Myerscough
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 2000. She lives with her husband and two adult daughters in a house in Manchester. Occasionally, the childminder works alongside one of her daughters, who acts as an assistant. A playroom and bathroom are used for childminding. The family has a pet cat.

The childminder is registered to care for a maximum of six children at any one time, under the Early Years Register and compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register. When working with her assistant she may care for a maximum of six children under eight years at any one time, of whom no more than four may be in the early years age range. The childminder offers part-time places only. There are currently 16 children on roll, aged from 18 months to 11 years. The childminder has links with a local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a positive environment where overall, their welfare and learning needs are satisfactorily met. The childminder and her assistant value children as individuals and treat them with equal concern to help them feel included. Good relationships exist with parents to promote security in children's lives and the childminder is beginning to work in partnership with a local school, to promote continuity of care and education. The childminder recognises that her system for self-evaluation is an area for further development and is committed to improving her practice. Areas for further development centre on reviewing hygiene procedures and continuing to develop partnerships with others involved in children's care in order to support children's ongoing learning.

What steps need to be taken to improve provision further?

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

- continue to develop systems for self-evaluation to identify strengths and areas for improvement, and to further raise the quality of care and education
- continue to develop partnerships with other providers of the Early Years Foundation Stage (EYFS) to promote the integration of care and education
- promote the good health of children by ensuring good hygiene procedures are followed at all times while nappy changing.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted, as adults living within the household have undergone appropriate vetting procedures to ensure their suitability. The

childminder undertakes suitable risk assessments of her home and for outings, which protects children from coming to harm. She has a satisfactory understanding of the indicators of child abuse and of the procedures to follow, should a concern arise, which safeguards children's welfare. Records and documentation are well organised, and effective use is made of an occasional assistant to support the childminder in meeting children's needs. Children enjoy playing in a dedicated play room and wander around confidently. They access a wide range of good quality toys and equipment to meet their developing needs and make independent choices from labelled toy boxes. A welcome sign in different languages is on display to help promote an inclusive environment and enable all families to feel valued. Children are not stereotyped and boys and girls follow their particular interests.

The childminder gains information from the internet and seeks guidance from Sure Start to support her in the delivery of the EYFS. This helps to promote the continuous improvement of her childminding practice and enables her to keep up-to-date with current childcare issues. Through reflecting and self-evaluating her practice, the childminder is beginning to analyse some of her strengths; however, self-evaluation is not yet sufficiently robust to identify priorities for development or further raise the quality of care and education. Actions raised at the last inspection have been suitably met. For example, the childminder now holds a valid certificate in first aid, which enables her to protect children's health.

An open and friendly approach with parents contributes to establishing a highly effective working partnership. Parents complete an 'all about me sheet', which provides the childminder with relevant information about how to plan to meet the children's specific needs. Daily discussions, ongoing text messages and photographs keep parents well informed about their children's well-being. Information about the EYFS is on display and parents share their views about the service through the use of a comments book. The childminder is beginning to develop a relationship with the local school, who are also involved in children's learning; however, these links are not yet fully secure to promote the integration of care and education.

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

Children are secure and enjoy a warm relationship with the childminder, which promotes their emotional well-being. The childminder creates a relaxed atmosphere through their friendly manner and divides her attention very well. This contributes strongly towards children feeling at ease in their surroundings. The childminder has a reasonable understanding of the learning and development requirements, and appropriately supports children's learning through encouragement and praise. As a result, children make steady progress in their learning and engage in a suitable range of activities to encourage their overall development. The childminder is beginning to record her observations of children's interests and achievements. Information from observational assessments is used to plan for the next steps in each child's learning and development.

Children freely make decisions about what they want to do and organise their own

games, such as hide and seek. They feel at home and develop a strong sense of belonging as they hang up their coats on pegs, which are labelled with their name. Their birthdays are celebrated and highlighted on the birthday chart to help them feel special. Respect is shown for one another's feelings and children of different ages behave very well. The childminder consistently talks to children, which encourages their communication. Children enjoy listening to nursery rhymes and spontaneously sing their favourite songs. They concentrate well as they successfully build towers using bricks and show good levels of self-esteem as they proudly show off their achievements. Mathematical awareness is satisfactorily promoted. Children are eager to count and take an interest in different shapes.

Children gain a good understanding about diversity and the wider world. For example, they taste a range of foods from other cultures and take part in activities to celebrate different festivals, such as Diwali. Regular planned trips, such as a visit to Wales, broadens children's horizons. Children have access to electronic and programmable resources to support their learning, which helps them to develop skills for the future. They show curiosity as they watch flashing lights on a toy telephone and press buttons to listen to different sounds. Indoors, children keep fit and exercise their bodies as they learn how to balance, stretch and touch their toes. They enjoy being creative and playing imaginatively as they take part in craft activities and confidently dress up and pose in a range of costumes.

In the main, appropriate practices are in place to promote children's health. Children enjoy their meals and eagerly tuck into their yoghurt. They learn to follow daily hygiene routines, such as regular hand washing and have paper towels for hand drying. However, during nappy changing, the childminder does not always implement consistent hygiene procedures, which poses a risk of cross infection to the children. Children demonstrate a good awareness about how to keep themselves safe. They move around the play room safely and remember to push chairs under the table when they have finished their play, to keep themselves and others free from harm. Through songs and rhymes, they are taught to be safety conscious and act sensibly when practising regular evacuation procedures.

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	3
The effectiveness of safeguarding	3
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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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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