

Inspection report for early years provision

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Inspection date	29/01/2010
Inspector	Janet Skippins
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.

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 1995. She lives with her husband, adult daughter and 16 year old daughter in the Hollingworth area of Tameside close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. The family have a rabbit. The childminder takes children to and from local schools. She is registered to care for a maximum of six children at any one time and is currently minding four children in the early years age group. She also offers care to six other children aged over five years on differing part-time placements. This provision is registered by Ofsted on both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of each child's individual needs and generally promotes their welfare and learning effectively. Detailed observation and assessment records show children are making good progress towards the early learning goals. Children use resources to help them learn about diversity, but the range does not include those to help them learn about disability. The childminder works in partnership with parents, and systems are in place to work in partnership with the local school regarding children's welfare. However, this does not include their learning and development. Policies, procedures and documents are in line with the Early Years Foundation Stage. There is a good system for self-evaluation in place which the childminder uses to develop her practice. She demonstrates her positive commitment to continual improvement through the positive action she has taken since her last inspection.

What steps need to be taken to improve provision further?

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

- develop links with other settings delivering the Early Years Foundation Stage to include sharing information about children's progress towards the early learning goals
- extend resources to include those to help children learn about disability
- improve the facilities for hand drying to ensure that the risk of cross contamination is minimised.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding children because she keeps updated by attending training. She is confident that she would recognise signs of abuse and would implement her safeguarding procedure to protect the

children. She works well with parents, ensuring that the welfare and protection of their children is her priority. The childminding area of the home is very safe and she maintains well written records of risk assessments, which cover all areas of the premises and outings. Children learn about the dangers of fire through practising emergency evacuations, which are well documented.

The childminder has a system in place for self-evaluation which has helped her to identify her strengths and weaknesses. For example, she has identified that the children should be offered a wider choice of vegetables to encourage them to have a more healthy diet. Since the last inspection the childminder has worked hard to improve, she has responded well to the actions and recommendation made at the last inspection. Detailed risk assessments are in place, as well as a system to ensure that parents always give their permission before their children are given medication. She also makes systematic observations and assessments of children's achievements, interests and learning styles and uses these to identify learning priorities and plan relevant, motivating experiences for the children. She has a system in place to ensure that this information is shared with parents and they are encouraged to contribute to their children's learning and development. This demonstrates her commitment to continuous improvement.

The well written observation and assessment records show that children are making good progress towards the early learning goals in relation to their starting points. Records, policies and procedures are well organised, easily accessible, used appropriately and made available to parents. Parents sign the documents to show that they have read and understood them. They also have the opportunity to give feedback on the service by completing questionnaires regularly. Information regarding children's welfare, achievements and progress is shared through regular discussion, daily diaries, and observation and assessment records. Parents say they are highly satisfied with the service the childminder provides. They report that their children do not always want to come home and ask to go to the childminder's when it is not necessary because they have taken a holiday from work. They say they are particularly pleased with the observation and assessment records and the way that the childminder makes herself available for them to speak to at any time. The childminder has a suitable relationship with the school some of the children attend. She works closely with the teachers to provide continuity regarding children's welfare, however this does not extend to their learning and development.

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

The childminder ensures that children feel happy and secure in her care. They are able to access a wide range of resources independently. The childminder uses her knowledge and understanding of child development to plan interesting activities for the children. She treats children with equal concern, respecting their individuality and meeting their needs. The childminder effectively promotes inclusive practice by encouraging the children to take part in activities, which are appropriate to their different needs and abilities. Children learn about most aspects of diversity through celebrating festivals and using resources, such as, a map of the world, books and

small world figures which represent people from different cultural backgrounds. However, although the childminder talks to them about disability, there are no resources to help them learn about disability which means their knowledge and understanding is limited.

Children develop physical skills through indoor and outdoor activities. For example, they enjoy knocking down skittles in the hallway and enjoy doing physical exercises like "tippie top tail". They also make good use of the garden when they play on ride on toys. Walks to the school field provide good opportunities for running and playing with sand in the long jump pit. Children make choices about what they want to do, for example, they independently choose paint equipment and start to use it. They develop their understanding of size when they comment that the paintbrush is tiny. They eagerly help themselves to books and take them to the childminder who reads stories to them. Language skills are developing well through the good interactions which take place between the childminder and the children. They explore their local area when they go on country walks to see the farm animals. They also have regular outings to the childminder support group where they learn to socialise with other children and adults. Creative play activities are given high priority. The children enjoy using paper plates, feathers and glue to make collages. These are displayed attractively, which helps them to feel proud of their achievements. As a result, the children are making good progress towards the early learning goals.

Books, toys and equipment are easy for children to access themselves in their own playroom. The environment is very clean, safe and secure. Children learn how to keep themselves safe, for example, the childminder teaches them about road safety when out walking. Routines, like regular hand washing before eating, are in place to help the children learn about health and hygiene. However, all children use the same towel for drying their hands and this does not effectively minimise the possibility of cross contamination. The childminder is trained in first aid, therefore, she is aware of how to care for children in the event of an accident. The children learn about healthy eating through discussion while eating their meals and snacks with the childminder. They behave well and are learning to share. The childminder follows her policy on managing behaviour using positive strategies, such as, praising the children when they behave well.

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	2

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	3
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	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	2
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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	3
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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