

Inspection report for early years provision

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Inspection date 29/01/2010
Inspector Anne Drinkwater

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 registered in 1990 and lives in the Withington area of Manchester, with her husband, son aged eight years and adult daughter. The whole of the ground floor of the childminder's house which includes bathroom facilities is used for childminding activities. There are enclosed front and rear gardens for outdoor play. The childminder has a rabbit and guinea pig.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted 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 satisfactory.

The childminder welcomes all children to her home and provides an inclusive environment where she can meet their individual needs well. Children receive a positive experience of the Early Years Foundation Stage (EYFS), in which their welfare is promoted well. They make suitable progress in their learning and development. The childminder reflects on her practice, but lacks robust evaluation systems, that said she shows a clear commitment to increasing her knowledge through training to benefit the children she cares for.

What steps need to be taken to improve provision further?

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

- provide activities and resources to further promote children's understanding of diversity and provide a range of natural resources and activities to encourage babies and small children to use all of their senses
- develop further systems for planning, observations and assessment systems and develop opportunities for parents to share children's initial starting points on entry and to contribute to children's progress records
- develop systems for ongoing self-evaluation to ensure strengths and areas for improvement are clearly identified and consider ways to seek parents and children's views in order for them to contribute to the settings self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibilities in child protection, as she knows what she would do if she had concerns about a child's welfare. She has attended training and has a clear policy which she has made available to parents. In addition, she ensures all adults living in the household are suitably vetted. She has

a good understanding of what to do if children are ill or have an accident and has all relevant parental consents. Emergency evacuation procedures are fully established, so children are familiar with this essential practice as they learn about their own and others safety. The childminder has made suitable progress in addressing the majority of the recommendations from the last inspection, which has enhanced the care and activities for the children.

Children play in a warm, welcoming home, where they are happy and very settled. They follow a good routine and the childminder is totally involved in what they do. Toys are in very good condition, easily accessible and age appropriate, therefore, children fully enjoy their play and learning. Resources are accessible to the children and used well to promote children's learning through play, thereby helping them to make some progress towards achieving the early learning goals. She childminder promotes equality and diversity, satisfactorily recognising children's differing backgrounds and providing appropriately for their particular needs. However, activities and resources to further promote children's understanding of diversity, and the use of natural materials to encourage babies and small children to use all of their senses are yet to be developed.

The childminder does not currently complete any self-evaluation, therefore, she does not currently review and reflect on what she does well and what she would like to develop, or include parents' views, which limits the way in which she focuses on improvement. That said, the childminder, in a short space of time has formed very positive relationships, she finds out all she can about the children's welfare needs and routines from parents, and they exchange information verbally on a daily basis. Parents are extremely pleased with the childminder and positive comments include, 'my child has settled extremely well and is flourishing in this environment'.

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

The childminder is not yet sufficiently familiar with the EYFS framework and therefore does not use all of the documents in practice. She takes photographs and writes observations to show what children can do and what they enjoy, and she displays these nicely in their individual files for parents to see. However, as these are general observations she does not use them to analyse children's learning and development, as they are not linked to the areas of learning in the practice guidance. This impacts on how effectively she is able to plan their next steps and monitor children's progress throughout the areas of learning and identify any possible gaps in her provision. However, she has a good understanding of the ages and stages of development and knows how to move children on in their learning when they are ready.

The childminder is caring and competent in her role; she offers lots of meaningful, positive praise and encouragement that raises children's self-esteem and confidence, helping them to make a positive contribution. They happily leave the childminder's side to explore in the safe environment, showing their feelings of confidence and safety. Toddlers are becoming active learners; they positively

interact with the childminder as she supports them exploring the toys. They enjoy a good mix of self-initiated and adult-led activities that promote their learning and development and maintain their interest. For example, children paint their hands to make prints; they regularly bake chocolate crispy cakes. Children play with simple electronic equipment and blocks, they are confident to attempt matching the shapes but soon realise it is quicker to lift the flap and place the block. The childminder provides a variety of musical instruments for children to explore, with the drum being a particular favourite. They have a love of books and attempt to draw on the etch a sketch. This ensures that children's early reading, writing and information technology skills are effectively promoted. They have lots of opportunities to develop their large physical movements on a daily basis in the large gardens and the toddler groups they attend.

Children are well hydrated with water as their individual drinks are readily available. They eat a range of food which is healthy, such as home made finger foods, fruits and vegetables. Parents' wishes are respected and their children's nutritional needs are appropriately met.

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	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	3

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	3
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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met