

## Inspection report for early years provision

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<b>Unique reference number</b>	EY342606
<b>Inspection date</b>	27/01/2010
<b>Inspector</b>	Mary Kilroy

<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 two children aged six and 10 in the Whalley Range area of Manchester. The whole of the ground floor and the upstairs bathroom of the childminder's house are used for childminding, and there is a fully enclosed rear garden for outdoor play and exercise. The family has a pet dog.

The childminder is registered to care for a maximum of five children under the age of eight years at any one time. She is registered on the Early Years Register and both parts of the Childcare Register. There is currently one child on roll within the early years age range. The childminder has completed a relevant childminding course.

The childminder walks and drives to local schools to take and collect the children. She attends local carer and toddler groups and takes children to the library and local parks. The childminder receives support from Sure Start.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children enjoy lots of individual attention and stimulating activities in a warm, safe, inclusive environment. They are settled and learning well, and the setting successfully promotes the children's safety and welfare. The provision for the children's learning and development is developing with regard to systems for assessment and planning, despite the childminder only having cared for the children for a short time. The childminder has built positive partnerships with parents, and links in the wider context, to promote the care and education of the children who are already in place; although, she has no children at present who attend other Early Years Foundation Stage settings. The childminder is beginning to reflect on her practice and plan for the children's next stages, but the systems for reviewing the children's progress and linking these and play activities to the Early Years Foundation Stage framework need to be developed.

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

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

- continue to develop the systems for reviewing the children's progress and link these, and play activities to the Early Years Foundation Stage framework.

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

The childminder demonstrates good knowledge and understanding of the Early Years Foundation Stage framework, and uses 'All about me' books and the

exchanging of information to agree children's starting points and individual needs with parents. The childminder observes well and has a good understanding of the children's development. The childminder provides opportunities for the children to be independent in safe situations, such as allowing older children to walk ahead, with supervision, and regularly practising the emergency evacuation plan with children. The children are thus confident when the procedure is used and are learning good strategies to remain safe. A structured daily routine promotes the children's welfare and meets their needs. They are learning good strategies to be healthy, with verbal reminders; for example, to wash their hands, and the children frequently do this independently. Written policies and procedures work well in practice to promote the children's health, enjoyment and achievement. Records and documents are up-to-date and stored securely, to maintain confidentiality.

The childminder is committed to ensuring that the service she provides is fully inclusive and she makes parents, children and visitors feel welcome. She exchanges verbal and written information with parents through daily verbal feedback, written portfolios and photographic evidence. The childminder plans well around the children's individual needs and builds successfully on their interests.

The childminder is adept at meeting the children's individual needs as she has a sound knowledge of what activities to provide for children, as they develop. She recognises the importance of continuous improvement and can identify the strengths and weaknesses of her provision and addresses these through training. The childminder has effective systems in place to safeguard children, she ensures that all adults who come into contact with the children are suitable. She understands her role in safeguarding children and is aware of the procedures to follow, if she has concerns about children's welfare; she completed a safeguarding foundation course in 2008.

The childminder has addressed the recommendations from her last inspection; she has further developed her knowledge of the early learning goals and the procedures for observing children's progress, to appropriately plan the next steps in their learning and development. She has also continued to develop her self-evaluation effectively to monitor all aspects of her provision. As she has only recently begun to care for the children, she identifies working to increase parents involvement in their child's learning as a priority for her provision.

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

The children are happy, secure and well settled in the childminder's care. A broad range of activities help the children to make sound progress in their learning and development; resources are accessible, to enable children to confidently make choices and extend their play. The childminder understands the importance of children learning through play and is becoming familiar with changes to requirements. She provides first hand experiences, positive support and encouragement to help children achieve, which promotes their confidence and self-esteem. The children are nurtured by a caring childminder who supports them with kind words and encouragement, giving them her full attention. She acts as a

positive role model to the children and encourages them to take turns from an early age.

There is a good emphasis on the children's personal and social development as they show concern for the feelings of babies and their needs. The childminder involves them in their care whenever possible, asking their views on what they think the baby that she cares for wants, such as the childminder saying 'Do you think the baby would like a drink?' and when the child agrees, 'I think baby likes it!' The childminder offers support at appropriate levels, such as giving extra care to children who are new and accustomed to being nursed. The children show a good interest in the world in which they live; for example, they are encouraged to 'Look out and see' all the time and discuss the changing weather, sing the weather song and discuss seasonal changes. They talk about the lady at the bus stop, their neighbours and family members. Walks to school are used as good learning experiences; the children count and learn colours and letters from cars and front doors. The childminder links regularly with her sister, who is another registered childminder who cares for older children; younger children are learning as they talk about changes to the environment, the changing use of buildings, road safety and identifying local hazards. The children's communication skills are well fostered as the childminder dedicates much time to playing and talking to them, introducing interesting new words to conversations, asking open ended questions and providing good opportunities to problem solve throughout play. The childminder encourages the children to listen carefully and respond, asking 'Can you hear that noise, is it the same?' She encourages them to listen, and compares the noise of velcro fastening on a toy appropriately to the opening of a crisp packet.

Resources are in place for children to make marks on their work, and young children have good control of chinks and pencils. A very young child skilfully draws around their hand and proudly displays the finished product. The childminder constantly introduces concepts of number, colour, shape and reasoning through songs, stories and jigsaw puzzles.

Babies respond enthusiastically to music and musical toys and enjoy exploring an interactive elephant toy that talks, sings, counts and recites nursery rhymes. The childminder counts with the elephant 'one, two' and a young child answers 'three, four.' The children correctly follow the instructions given by the elephant. They can access a suitable range of resources to express their creative ideas, such as paint, crayons, pencils, chinks, craft and collage materials. The childminder knows their preferences well, stating that a child does not really enjoy dressing up yet but loves the kitchen role play. The children explore colour and textures, making collages with natural materials to enhance their tactile experiences. They play in the garden and visit local parks to use large equipment to balance, climb and increase their coordination and muscle control. They enjoy feeding ducks and squirrels, and have good opportunities for fresh air and exercise on walks around the local area. The children access programmable toys and games and count toy shop money. When they are old enough, there are opportunities to budget and pay for items in local shops and use automated check outs in the library and supermarkets. They recycle with the childminder and observe the refuse collectors at work.

The children use number as they play and sing number songs. They count cups to the number of children attending that day, they calculate and use positional language, such as 'on' and 'behind,' as they play. There is lovely, close interaction between the childminder and babies, she always responds to their babbling noises and early language. The baby's face lights up, when picked up by the childminder, the baby then strokes her face and smiles up at her. The baby is settled and secure and not upset by strangers.

The children's health and well-being are promoted well. They learn about good hygiene practices as they wash hands after handling pets and use tissues appropriately as part of their daily routine. The childminder and children discuss safety and hygiene issues throughout the day, as opportunities naturally occur. They benefit from a range of healthy snack options to promote their growth and development. The childminder works closely with parents regarding children's individual and personal care routines. For example, she respects each child's dietary requirements as she plans their daily menus, and the children have access to fresh drinking water and juice independently, to keep them well hydrated. Daily checks are carried out to identify potential hazards and are completed with the children, when they are old enough to understand.

## 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	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

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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

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