

Inspection report for early years provision

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Inspection date	20/04/2010
Inspector	Christine Myerscough
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2009. She lives in a house in Manchester, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except the main bedroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, not more than three may be in the early years age range. She is currently minding three children in this age range and supports children who speak English as an additional language. The childminder 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 children are cared for in a positive, nurturing environment. The childminder promotes children's welfare and learning with success, ensuring they are safe and secure. All children are valued for their individuality and treated with equal respect and concern, which enables them to feel fully included. Good relationships with parents promote continuity in children's lives and the childminder works closely with parents to ensure she has a clear understanding of each child's background, likes and dislikes. Self-evaluation systems are progressing well and the childminder is aware of her development needs. She is committed to practising regular evacuation drills, developing resources and inviting parents to contribute to the observations of their children's learning.

What steps need to be taken to improve provision further?

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

- ensure steps are taken to further promote children's safety, by practising regular evacuation drills with children
- develop children's imaginative play, for example, by providing dressing-up materials
- build on existing good partnership working by inviting parents to contribute to the ongoing observations of their children's learning.

The effectiveness of leadership and management of the early years provision

The children's safety is promoted, as the childminder has undergone relevant checks with Ofsted to ensure that she is suitable to care for children. Effective action is taken to minimise potential dangers to children and the childminder carries out robust risk assessments of her home and any outings undertaken. The childminder's understanding of local safeguarding procedures is secure and parents

sign a written statement acknowledging that they understand the childminder's responsibility in relation to this aspect of their children's care. Record keeping is well-organised and a good range of policies and procedures underpins the safe care and management of children. The children feel at ease in suitably maintained, comfortable surroundings and move around the childminder's home freely and confidently. In the main, toys and equipment successfully support the children's learning and links are established with a local toy library to widen children's play experiences. The childminder is committed to promoting equality and anti-discriminatory practice and displays a good selection of posters, which reflect positive images of diversity.

Systems for self-evaluation are effective and the childminder has an accurate view of her strengths and the areas for development to secure continuous improvement. Future plans are well-targeted to promote positive outcomes for children. Good links are established with Sure Start, who offer support in the delivery of the Early Years Foundation Stage and the childminder keeps up-to-date with current issues in childcare by attending training.

The childminder builds a highly effective working partnership with parents. Parents complete an 'all about me' sheet, which provides the childminder with detailed information about how to plan to meet children's specific needs, such as their cultural and dietary requirements. They are kept very well-informed about their children's well-being, although, systems are not yet in place to invite parents to share what they know about their children's ongoing learning. The childminder actively seeks parents' views about the service she offers through the use of a questionnaire. Parent's comments about the childminder are very positive and their testimonials are also available to view. The children currently cared for do not attend any other settings delivering the Early Years Foundation Stage, although the childminder has a satisfactory understanding of the importance of working in partnership with others, to help promote continuity of care and education for children.

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

The children are happy in the childminder's company and enjoy a warm and trusting relationship, which promotes their emotional well-being. The childminder's cheerful manner encourages children to be good humoured and as a result, they laugh and giggle often. The children develop a positive disposition towards learning and make good progress in their development, in relation to their starting points. The childminder adopts an enthusiastic and fun approach to engage children in play and divides her attention well so every child feels equally valued. A good balance of child-initiated and adult-led activities stimulate the children's curiosity and appeal to their individual interests. By undertaking and recording observations of the children's learning and keeping photographic evidence of their achievements and progress, the childminder is able to effectively plan activities to support children's next stages in their development.

The children enjoy themselves and take a lively interest in everything they do.

They concentrate well, as they investigate objects made of different textured materials, and become intrigued by exploring shiny tinsel and touching the bristles of a paint brush. Babies listen intently to the sound of a triangle and show curiosity as they look at their reflection in a mirror. The children behave very well and develop good levels of self-esteem, in response to frequent praise from the childminder. They smile with delight when the childminder tells them how clever they are and celebrate their achievements by clapping their hands. The children who are learning English as an additional language quickly develop good speaking and listening skills, because the childminder reinforces new vocabulary, both in their home language and English. Regular storytelling promotes an enjoyment of books and children eagerly point to the pictures and make comments about the characters. The children particularly enjoy listening to songs and taking part in action rhymes, by raising their arms and moving their fingers to 'twinkle, twinkle little star'. They develop a keen interest in number names through listening to number songs and enjoy playing matching games and completing puzzles.

A good range of toys and equipment, which support the children's understanding of technology are well used by children. Fascination is shown as children repeatedly press buttons and watch the flashing lights. The children have access to resources, such as dual language and multicultural books that reflect positive images of similarities and differences. This helps them to develop a positive attitude to the world around them. Regular visits to the park keep children fit, as they run around and play on park equipment. They develop their coordination and muscular strength by throwing and catching balls and successfully push themselves forward on wheeled vehicles. The children express their creativity, as they use recycled materials during craft activities and show fascination as they paint. They become engrossed in imaginative play, as they pretend to have a tea party with the play food and care for their dolls. However, there is a lack of dressing-up materials to further enhance the children's imagination. During music time, babies become excited, as they eagerly shake bells and listen to the sounds.

Effective practices are in place to minimise the risk of cross-infection and to promote children's good health. The children learn to follow daily hygiene routines, such as regular hand washing and independently dry their hands on paper towels. They benefit from nutritious foods to promote their healthy growth and development and eagerly tuck in to wholemeal toast and a good range of fresh fruit. The childminder ensures children are well supervised and always in her sight or hearing to keep them free from harm. The children move around the childminder's home safely and remember to push chairs under the table when they have finished their play, to minimise hazards. However, children do not take part in regular evacuation drills, to enable them to become familiar with emergency 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?	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	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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