

Inspection report for early years provision

Unique reference number	EY400877
Inspection date	10/03/2010
Inspector	Mary Kilroy
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 2009. She lives with her partner and three children aged 12 years, six years and 10 months in the Swinton area of Salford, Manchester. The whole ground floor of the childminder's house and the upstairs bathroom are used for childminding, and there is a fully enclosed garden available for physical activity and outdoor play. The family has a dog.

The childminder is registered to provide care for a maximum of four children at any one time, no more than two of whom may be in the early years age range. There is currently one child, aged within the early years age range, on roll who attends school full time. The setting is registered by Ofsted on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children. She has established links with other early years settings that minded children attend which provide the Early Years Foundation Stage framework. The childminder walks to a local school to take and collect children and attends carer and toddler groups and local amenities, such as the library, on a regular basis, when caring for children during the day.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive and make good progress in a setting where they are valued as individuals. Meeting their individual needs, good partnerships with parents and strong links with other providers of the Early Years Foundation Stage are all sound areas of the provision. Children are making good progress within the Early Years Foundation Stage and observation, assessment and planning systems are developing well. They are learning good strategies to remain healthy and safe, and the childminder builds well on their initial starting points and changing interests. Children's physical development is good and they are provided with a variety of ways to enjoy exercise and a healthy lifestyle.

What steps need to be taken to improve provision further?

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

- develop the assessment system to chart children's progress towards the early learning goals
- continue to develop self-evaluation effectively to monitor all aspects of the provision as a tool for future improvement.

The effectiveness of leadership and management of the early years provision

The childminder is working within the terms of her conditions of registration. All aspects of documentation examined at inspection are in good order and organised

to respect confidentiality. A range of comprehensive policies are available and are fully shared with parents. The premises are safe and risk assessments have been conducted for every area of the provision, with a minor omission, and for outings. The childminder has a good understanding of the signs and symptoms of abuse and the procedures to follow should she be concerned about a child's welfare. Children are learning well about how to remain safe. For example, a young child tells the inspector all about baby safety and reminds us to shut the safety gate to the kitchen to prevent the childminder's baby from getting in. The child knows that they need to play with small play items on the table so that the baby cannot swallow them and is careful that the baby cannot trap any fingers in the doors.

The childminder works hard to provide a stimulating learning environment for children and creates a relaxed, homely environment where they can learn through play. Examples of their artwork are displayed to create a homely atmosphere. The childminder is skilled in meeting all children's individual needs, especially in providing anti-discriminatory play. All activities are open to every child, regardless of gender, and boys enjoy dressing up in princess outfits and home corner play. The childminder provides activities on valuing diversity and has a range of toys and books which cover all areas of equality and diversity. She has started to use self-assessment to monitor her practice, and training opportunities and plans for the future are well targeted. However, these are in the early stages as she has only recently started to care for children. The childminder has completed a longer safeguarding course since registration to increase her knowledge and understanding. Details of procedures to be followed if allegations were made about family members and all relevant telephone numbers have been added to the safeguarding policy. The childminder chooses words carefully, such as when a child is discussing the present and card they have made at the childminder's and they say it is a secret, the childminder gently says 'we do not have secrets from mum and dad, we have surprises'.

The childminder strives to provide a service that is inclusive to both families and children. She obtains all relevant information from parents to ensure welfare needs are met well in practice. The childminder also works with parents to identify and agree children's starting points and skilfully builds on their likes and changing interests, such as knowing that a child who loves trains and is learning colours and numbers well and extending their communication, language and literacy skills from train stories is now interested in dinosaurs too. The childminder works closely and in partnership with parents and always acts on their requests, for example, sometimes not providing a cooked tea if parents wish children to eat later with them. She is meticulous in meeting individual dietary needs, such as providing an iron rich diet and monitoring the intake of apple and orange juice that a child needs to remain healthy. Information on the daily routine, play plans and the Early Years Foundation Stage poster are clearly displayed for parents to view. Parents state that they are very happy with the care their children receive and are very interested in everything they do. The childminder devotes time to exchanging information on every aspect of the day. Parents say that they are kept well informed about children's welfare and progress. Links with other providers of the Early Years Foundation Stage framework that children attend are well established.

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

The childminder has a good knowledge and understanding of the underlying principles of effective early years practice and links her activities to the Early Years Foundation Stage. Effective assessment procedures are being established and monitored to record children's progress and individual learning. Regular observations and photographs are used to inform planning, and focused activities are evaluated and enhanced to continually improve practice. Children are encouraged to think and experiment. The childminder asks questions, offers solutions and prompts them. Written records show plans for the next stages in development, such as providing activities using zips and to help hand eye coordination. The childminder liaises closely with parents and local schools to identify areas where children need support. For example, she provides lots of activities around threading and bead work, going over the initial letter of their name, and provides puzzles and cutting out activities for children who need to develop pencil control.

Children develop a good sense of belonging within the setting, access toys and join in conversations confidently. A balanced range of resources are available for children across the age ranges. The childminder asks open-ended questions and successfully encourages children to problem solve, such as asking 'do you think it is too big or little?' A child says 'a small one might fit in there', which it does. Children are advanced in their personal care skills and know about healthy issues, such as telling the inspector 'we have to wash our hands' and reminding the childminder to wipe the table before tea, then doing it themselves. Children put their hands over their mouths when coughing and say 'you do not put the baby's toys in your mouth'. They know and can explain why the baby's toys must be kept clean.

Children access a selection of mark making materials and have opportunities to re-enact favourite train stories using train tracks and scenery. Young children have excellent recall skills and animatedly discuss visits to the railway museum at York, favourite stories, Christmas decorations that they made with the childminder and a trip to Clifton country park to feed Jack the donkey. One child remembers the donkey's name and that he likes to eat apples. The childminder links with parents and the local school to assist children's learning. It is the school that her own children attend and she is familiar with the methods of teaching there. She prompts children, who tell the inspector about characters in Letter Land, the current reading scheme, such as Annie apple, Eddie elephant, noisy Nick and munching Mike.

Children have lots of good first hand experiences to learn about the natural and wider world as they enjoy walks around the local area. They note temporary and permanent features in the environment, such as changes of use to old buildings and seasonal changes to trees and plants. The childminder builds on their interests, such as the railway that runs near to her home, and they visit regularly. A child tells their mum 'we saw no trains at the station today'. The childminder has planned a train trip for the next holiday.

Children have opportunities to count and calculate as opportunities naturally arise, such as the childminder asking 'how many sleeps to Mother's day?' and a child counts correctly. They discuss triangle and rectangle sandwiches and correctly identify a square. One mum asks her child how many fish they have left at home and they answer 'two'. When reminded that another has gone recently she asks 'so how many is that?' The child knows that only one remains. Children access programmable toys and describe playing penguin games on a computer. They use toy money in a fast food small world play activity, have opportunities to budget, queue and pay for items in shops, and use self-service checkouts in supermarkets and the library. Children have lots of conversations and appropriate questioning about numbers while enjoying activities with the childminder.

Children play happily together and show concern for the feelings of others. They work well and cooperatively together. They are achieving well in the 'Every Child Matters' outcomes.

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	3
The effectiveness of partnerships	2
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

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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