

Inspection report for early years provision

Unique reference number	EY242407
Inspection date	27/05/2010
Inspector	Susan Lyon
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 2003. She lives with her husband and two adult children in Bury. The childminder is registered to care for six children under eight years at any one time, no more than three of whom may be in the early years age range. The areas of the house used for childminding are the lounge, dining room, kitchen, downstairs toilet, large back bedroom and back garden. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder also provides an out of school service to children from local primary schools. There are currently four children on roll, two of whom are in the early years age group. There are three cats in the household.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and extremely well settled. The childminder has a good understanding of the Early Years Foundation Stage framework. Good observation and assessment arrangements help children make steady progress in their learning and development. Children's safety and welfare is generally promoted and all documentation is in place. All children are included and their individual needs met effectively. The childminder demonstrates a strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- ensure the risk assessments cover the safe storage of sharp knives in order to minimise risks to children.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is generally promoted through detailed written risk assessments carried out on the premises and for outings. Numerous safety measures are in place to create a safe and secure environment for children; for example, socket covers are used and a visitors book is in place, although, sharp knives are kept in an unlocked drawer, compromising children's safety. Thorough precautions keep children safe on outings and an emergency escape plan is in place and practised with children, contributing to their safety while on the premises. Space and resources are organised well to create a colourful and welcoming environment, and allow all children to move around freely and safely. All documentation is in place to ensure the safe and efficient management of the provision, such as a lost child policy and a valid first aid certificate. Children are protected through the childminder's good understanding of her role in child protection and her awareness of the vetting of household members.

The childminder effectively evaluates her practices in order to bring about improvements; for example, she has recently started rotating play resources by storing additional toys in the garage to create more space in the lounge for children to play, and she has removed garden equipment from the garage in order to minimise hazards to children. The childminder remains enthusiastic and motivated as she loves being with the children. Feedback is sought from parents as she gives out questionnaires, asking if they are happy with the care and seeking suggestions for improvements. The childminder has taken thorough steps to bring about improvements to the service by completing the recommendation from the last inspection, such as developing her knowledge and understanding of child protection procedures and attending on-going training, thus, improving the care and safety of children.

Children benefit greatly from the childminder working closely with parents; for example, parents are welcomed into the setting and effective daily communication, both verbal and written, keeps them informed of how their child is doing. A working in partnership with parents policy is in place and clearly states 'I aim to work in partnership with parents to meet the needs of the children.' Parents are involved in children's learning and development through the sharing of observations at any time. New parents receive a wealth of information, such as a comprehensive range of detailed policies, sample menus and consent forms. Relevant and extensive information, recognising the uniqueness of each child, is obtained from parents, such as the child's preferred name, language spoken at home, religion, culture and comfort items. Children's individual needs are discussed with parents and recorded on child record forms, including health and dietary needs.

The childminder promotes awareness and respect through talking to children about people who are different. Diversity is valued through activities that recognise festivals from different cultures; for example, children made lanterns and ate Chinese soup for Chinese New Year. All children are included through the childminder changing or adapting the environment to suit all levels of ability. The childminder has established strong links with other childminders and local children's centres providing the Early Years Foundation Stage framework, enabling her to pick up new ideas and activities to ensure progression and continuity of learning. Children benefit from the childminder working with other agencies, such as teachers as she liaises with schools. She shares information well to support children's learning to help them achieve and progress.

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

The childminder helps children to learn through talking to them and skilfully asking them questions, such as 'What colour is it?' and 'Where are your eyes?' She has good understanding of the Early Years Foundation Stage framework and provides a rich learning environment covering all areas of learning. Children engage well in play, as the childminder focuses on providing activities based on their interests. The childminder finds out what the child can do on entry to the setting and

ensures each child makes steady progress through good observation and assessment arrangements; for example, young children frequently make clear single word utterances, such as 'daddy' and 'baby.' They begin to make marks and understand that print carries meaning as they show interest in words and letters. Children know how to operate sound and musical toys as they ably press the buttons. They show curiosity on nature walks as they look at the trees, ducks and birds, and enjoy planting flowers and seeds in the garden. Children maintain attention and concentrate well in activities of their choosing. They begin to learn that some things are shared as the childminder talks to them about taking turns. Children seek to do things for themselves, such as putting on their shoes. They develop an awareness of number names as the childminder counts the cars and says 'one, two, three'.

Children enjoy filling containers with building bricks and create simple structures and arrangements using blocks and tracks. Children create collages, drawings and paintings. They spontaneously sing songs and use their imagination in role play as they push the babies in the buggy. Children freely explore the environment as they easily access play resources and, at times, benefit from adult-led activities, such as stories and craft activities. Babies and young children develop their senses through exploring a wide range of resources, such as brushes, straws, baskets, shiny objects, mirrors and feathers. The childminder helps children learn how to keep themselves safe through showing them how to stop, when discussing road safety, and displaying posters, such as staying safe in the sun. Children show they feel safe as they move around safely and confidently. Children benefit from fresh air and exercise as they walk to school each day and play out in the garden. Children are excluded if they are sick. The use of individual towels and thorough nappy changing routines help prevent the spread of infection. Children understand the importance of hand washing as the childminder explains it is to wash the germs away.

Children make healthy choices at snack times, such as fruit, carrot sticks and pasta, and water is freely available, keeping their bodies healthy and hydrated. The childminder treats children with kindness and consideration, as a result, children enjoy themselves and have great fun at the setting. They are active and independent learners as they freely choose resources and help to tidy up. They enjoy positive relationships with the childminder and feel a great sense of belonging as they are cared for in a warm and homely environment. A good range of play resources helps children become aware of the wider world and value diversity, such as ethnic dolls, French words displayed, a welcome poster in different languages and positive images of cultures and disability. Children are valued as they are successfully admitted gradually through visits with parents, which helps them settle in at their own pace. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.

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	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----