

Inspection report for early years provision

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Inspection date	20/07/2010
Inspector	Lynda, Margaret Ronan

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 has been registered since July 2003. She lives with her husband and adult son in Pendlebury, Salford. The childminder works with her daughter who is also a registered childminder. Children are mainly cared for in a free-standing brick building in the rear garden; they are also cared for in the main house. There is a rear garden available for outdoor play. The family has two guinea pigs and three chickens.

The childminder is registered to provide care for a maximum of six children at any one time, when working alone. When working with another childminder, together, they are registered to provide care for a maximum of ten children at any one time. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is also registered to provide overnight care. There are currently six children on register, five of whom are in the early years age group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children make good progress in their learning and development. The childminder provides a wide range of stimulating activities, and a learning environment that actively support children to learn through play. The childminder knows all the children very well and works very effectively with parents and others to ensure that children receive consistently good care. As a result, children are secure and happy. The childminder is highly committed to personal development and the continual improvement of the service she offers. She uses systems to assess her business, including seeking feedback from parents in questionnaires.

What steps need to be taken to improve provision further?

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

- ensure observations of children are used to identify clear and precise learning objectives which inform planning
- use the practice guidance for the Early Years Foundation Stage to inform planning and to track children's progress in order to ensure children are making optimum progress.

The effectiveness of leadership and management of the early years provision

Keeping children safe and well protected is given the highest priority. The childminder updates her knowledge of safeguarding children regularly, for

example, by attending training. Thorough risk assessments and measures, such as closed circuit television, ensure a very safe environment. Most importantly, children are appropriately equipped to become responsible and to recognise hazards. Children have, for example, labelled the monkey puzzle tree in the garden with warning signs, and have enjoyed a visit from the fire brigade community officer who helped site smoke alarms in the most appropriate places.

The childminder consistently attends qualification and training courses, and has joined a childminder network, requiring her to meet quality standards. She uses what she learns very effectively to drive improvement in her childminding business, and to benefit children's learning. She has, for example, adapted the concept of story sacks to provide a 'song basket', and uses finger puppets and artefacts to support children's choice and recall of songs. At the last inspection, a recommendation was made regarding nappy changing routines; the childminder has taken highly effective action and hygiene routines are exemplary.

A wealth of good quality stimulating resources, to meet the needs of all children, is available. They are attractively displayed to encourage children's use of imagination and independent play. The childminder has a good understanding of supporting children's interests and their use of resources and objects, and she does this in a variety of ways; for example, by providing different textures, colours and lengths of material to support an interest in draping and wrapping. Children move freely between indoors and outdoors, accessing all resources independently.

The childminder includes all children and positively challenges discrimination. Individual needs of children are very well met as the childminder is flexible and follows parental wishes regarding individual diets and sleeping patterns. Parents are consulted about all aspects of their child's care. They receive excellent information about the care given; for example, 26 well-written policies and procedures are shared, which detail the care of children. The childminder effectively puts her policies into practice. Parents score the childminding business as excellent in questionnaires and state children have progressed well in social and communication skills. The childminder has strategies in place to work with others who also care for the children, for example, she gives a progress report to parents for them to share with the schools their children are starting to attend.

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

Children enjoy their time with the childminder and develop a strong relationship with her. They are eager to share their achievements and thoughts with her, and she is skilled in asking questions that cause them to think critically. The childminder has a good understanding of how children learn and she provides them with a wide variety of practical learning experiences; for example, celebrating Chinese New Year by eating with specially adapted chopsticks in a Chinese restaurant.

Children's health is very effectively promoted through a nutritious diet, the provision of a fruit bowl that children can access at any time, and continuous

access to fresh air and outdoor rigorous play. Children are positively encouraged to adopt a healthy lifestyle. Meal times are sociable occasions and children learn to be responsible, independent and to make choices as they help prepare lunch and serve themselves salad, picking out the parts they like best.

Children behave very well, gently guided by the childminder. They learn to care for others as they help to look after the guinea pigs and chickens. They are beginning to learn to think ahead and plan, through such activities as placing a plastic egg in the hen coop to encourage the young chickens to lay. The eggs are eagerly anticipated. Children experience a wide breadth of interesting activities, including visits from people who help them, such as the police, ambulance and fire services.

Children communicate well with the childminder who listens to them and respects them. They mark make with a variety of media, including chalk and glue. Children are encouraged to enjoy and appreciate stories and books through regular story times, and participation in organised events at the library. Consequently, children independently choose to sit in the very attractive book area, surrounded by fairy lights and 'read' themselves stories which are prompted by the pictures in the books.

The childminder observes the children and uses photographs of them to record what they can do. She records summaries of their progress and their next steps in learning infrequently and does not consistently link these with the early years curriculum. She does know the children very well and plans interesting activities to broadly encourage their next steps in learning. The childminder does not use the Early Years Foundation Stage to maximum effect to plan for children's learning and ensure their optimum progress. Children are secure, happy and make good progress in the care of an experienced and caring childminder.

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	1

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	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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