

Inspection report for early years provision

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Inspection date	05/07/2010
Inspector	Judith Anne Kerr
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 was registered in 2006. She lives with her husband, son aged nine years, adult daughter and her daughter's boyfriend in the Swinton area of Salford, Greater Manchester, close to shops, schools, parks and public transport links. The whole of the ground floor of the childminder's house and the first floor bathroom are used for childminding purposes. There is an enclosed garden for outside play. The childminder has a pet dog and a hamster.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for three children on the Early Years Register. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She attends the local adult and toddler group on a regular basis.

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.

The childminder has a secure knowledge of the Early Years Foundation Stage, which contributes towards effectively and consistently promoting children's safety and welfare. She provides a warm and caring environment where all children are valued and respected. Effective partnerships with parents, carers and other early years settings help to ensure each child's individual needs are met. This enables the childminder to plan for unique learning and development opportunities, while ensuring that consistency and appropriate support are provided. Through self-evaluation, the childminder is able to reflect on her practice and make ongoing improvements.

What steps need to be taken to improve provision further?

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

- link assessments to the elements of the framework to help track children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

A high level of awareness of safeguarding procedures ensures children are protected from harm and abuse. The childminder's safeguarding policy clearly details her responsibilities to report any concerns she may have about a child in her care. Clear evacuation procedures are displayed and practised with the children. High visibility vests and wrist bands with the childminder's contact details help keep children safe on outings. An accurate record of children's attendance is

maintained along with details of visitors to the premises. A range of policies and procedures are in place for the safe and efficient management of the service. Robust risk assessments contribute to keeping children safe both indoors and on outings.

The childminder regularly reflects on her practice and identifies where some future improvements can be made. In addition, she welcomes any advice from early years practitioners. A high priority is placed on training in order to keep up-to-date with current best practice. Consequently, the childminder has attended numerous short courses, including food safety, first aid and baby signing, and she has just completed a level 3 course in childcare. Activities and resources are well organised to enable children to make their own choices and initiate their own play. While there are no children attending with special educational needs and/or disabilities, and no children who speak English as an additional language, the childminder demonstrates a commitment to ensure all such children would be fully integrated into the setting. Recommendations from the last inspection have been fully addressed in order to further improve her practice.

Positive and trusting relationships with parents are a key strength of the provision. They are established to ensure all children are fully supported and their individual needs met. The childminder shares all her policies and procedures with parents on admission and whenever there are updates. Parents are well-informed regarding their children's care and are involved in their ongoing learning and development. For example, discussions, diaries, photos and unique files keep parents well-versed of their child's progress towards the early learning goals. The childminder understands the importance of effective partnerships with all those involved in each child's development to ensure continuity of care and learning.

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

The childminder makes observations of the children which are linked to the six areas of learning. These are used to assess their levels of understanding and predict the next steps of their learning. However, these do not identify future learning priorities for children, as the assessments are not linked to the elements of the framework to help track children's progress towards the early learning goals. Children are actively involved in their learning, which results in them gaining satisfaction and a sense of achievement from their activities.

From the moment children and parents enter the childminder's house, they are made to feel welcome. A wealth of information is displayed, including certificates, posters and photographs of children at play. Resources are within easy reach so children can help themselves and initiate their own play, and thereby develop confidence. This contributes towards their future life skills. Children are able to move freely between the indoor and outdoor play areas. They enjoy manoeuvring the wheeled toys, kicking balls and digging in the sand. The children enjoy experimenting with different materials, such as tissue, glue, paint, funky foam and glitter. They make clay lamps for Diwali, and dragons using folded paper, paint and lolly sticks for Chinese New Year. Resources and activities promote awareness of

diversity. For example, the children enjoy finding Africa on the globe when they are examining Maasai instruments and artefacts. They discuss the hot weather in Africa, the clothes worn and the types of houses in which people live. An understanding of change is enhanced as children plant sunflower seeds and water them to ensure they grow.

The childminder interacts well with children, engaging in their play and encouraging dialogue, which results in children responding well to her guidance and support. She is adept at knowing when to intervene so that children's knowledge and understanding is extended, particularly with regard to solving problems. For example, children work out the rectangle is the same colour as the green bag. She tunes into children, following their lead and enabling them to make decisions about their play, while helping them to make connections in their learning. Children are keen to do things for themselves, such as hanging up their coats on their individually named pegs. This helps letter recognition as they learn to identify their own name from the writing as well as the photograph. They enjoy cooking, weighing out the ingredients and mixing them together.

Children's behaviour is very good and they are beginning to show a good awareness of responsibility. For example, they enjoy helping with household tasks, such as sorting the materials for recycling, which supports their understanding of care for our environment. Beneficial procedures help to raise children's awareness of personal safety. They readily put toys away when asked and are made aware of the correct procedures to follow when crossing the road. Healthy eating is well promoted through the provision of home-cooked meals which meet children's individual dietary needs.

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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