

Inspection report for early years provision

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Inspection date	14/06/2010
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 was registered in 2009. She lives with her partner and three children aged 13, five and two years in Chorlton a suburb of Manchester. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a fully enclosed rear garden available for outdoor play. The childminder operates each week day throughout the year.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll, two of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children's needs are well met and their development actively promoted. Children make good progress in learning as the childminder plans interesting and challenging activities to meet the needs of each child. Parents are valued as children's prime carers and their views sought and respected. Secure systems to monitor the service offered and the childminder's dedication and commitment to development ensures continuous improvement.

What steps need to be taken to improve provision further?

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

- refine and target the next steps in learning to ensure children make optimum progress
- extend the planning for outdoors to include all areas of the curriculum.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder supervises them closely at all times. She has a good understanding of safeguarding procedures which are expressed in a clearly written policy she shares with parents. She undertakes and records very thorough risk assessments for her home, garden and all trips undertaken with the children. She is vigilant in reviewing these to ensure they meet current needs. Safety equipment is in place and well used, for example, stair gates prevent entry to the kitchen.

Hygiene standards and routines are good and children and babies automatically clean hands at appropriate times. They are prompted by the childminder and by posters, at their height, which remind them to wash their hands to prevent germs.

The daily routine, which includes walking, a physical activity and nutritious home cooked meals, ensures that children thrive.

The childminder is highly committed to improving continuously; during the three months she has been registered she has attended nine courses and registered to train as a network childminder. Clear evidence in planning for and observations of children show she is using what she learns for the benefit of children. She prioritises improvements in monthly lists and signs each off as they are achieved. The improvements include the introduction of summary assessments for children and extremely well thought out questionnaires for parents. The questionnaires enable parents to describe the uniqueness of their child so that the childminder can meet their individual needs fully.

The childminder's home is organised well to support children to learn; posters and children's art work provide colour and learning opportunities, whilst toys are in themed labelled boxes which are on the floor. Toys are presented to enhance and support independent play. Children play at picnics; they use a table with a cloth; an array of household implements and crockery; plastic foods and improvise with pine cones for boiled eggs. Children are well supported by resources and their organisation to use their imaginations, an important learning skill.

Children are learning to be respectful of each other as good emphasis is put on manners and sharing. They are very well behaved and are supported to be so by a skilled childminder who praises them frequently. She has good behaviour management techniques, for example, she gives warning of a change of activity to allow children to become accustomed to the idea of change and to finish what they are doing. Thus when asked if they would like to go to the kitchen table and have some fun with 'gloop' everyone is ready to do so. They learn too about differences in the wider community becoming involved in sponsored activities and attending an event at the local school where they watched Indian dancing, a fashion show of Indian clothes and tried curry and Naan bread.

The childminder is building relationships with others in the community, such as the Sure Start Centre who are able to offer ideas and support to benefit the children. She works very well with parents to meet children's individual needs and has good systems to support effective communication. Systems include: daily diaries; parental questionnaires; daily chats and the sharing of policies that are individual to her setting. Communication is further enhanced as she displays her registration certificate, details of courses attended and qualifications attained and a poster on how to make a complaint. Parents report that their children feel valued by the childminder and that they find her to be considerate and diligent and to provide activities that are suitable for their children's abilities.

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

The childminder plans activities that provide individual challenges to children ensuring that they have fun and learn whilst they play. The children enjoy a good variety of learning experiences, which cover the six areas of learning. The

childminder charts each child's development across the six areas of learning to ensure they progress towards the early learning goals and that she is offering a well-balanced curriculum to them, indoors.

Children enjoy the garden where they play robustly on the trampoline, bikes and with small outdoor equipment. They sow seeds and harvest vegetables for their meals, learning where food comes from and about healthy eating. Currently children are anxiously watching to see if the beans they have sown for Father's Day will spell 'I love you' as planned. Plans for outdoors show mainly physical activities and few planned activities for the other five areas of learning in the outdoors. Children who prefer outdoor play and learning through being very active are disadvantaged.

The practice is inclusive as the childminder ensures daily individual planning for each child is in place and she gives each child equal individual attention. She records useful targeted observations of what children can do and uses these to identify their next steps in learning. However, the next steps identified are too broad, which does not fully support children's optimum progress.

Children develop their personal skills as they enjoy regular visits to groups in the community where they enjoy socialising with other children. They become confident mathematicians as they count how many steps they can take whilst balancing an 'egg' on a spoon and solve problems as they work out which way the track does fit together. They gain early writing skills stirring corn flour into water to make gloop and using toy trucks to make 'roads' in the gloop. They enjoy reading with the childminder at home and at the local library. Children learn a lot about the world they live in, for example, they can make their own pizza and know the oven is hot and it will melt the cheese.

Importantly, children learn to become aware of their own safety, for example, they play with small world figures of firemen and policemen and learn how they can help us. They share responsibility with the childminder for tidying up and know this will prevent them from tripping over too many toys. They take part in emergency evacuation drills and learn not to talk to strangers unless there is a known adult with them.

Children develop good skills for the future as their imaginations and independence are actively fostered. Children are able to feed and toilet themselves and use a wide variety of equipment including technology because the childminder supports them by giving sufficient time and lots of encouragement for them to do so. They are inquisitive learners keen to try new experiences as the childminder respects their ideas and choices and consistently praises their efforts building their self-esteem. Children are happy, confident and making good progress in the childminder's home.

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
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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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