

Inspection report for early years provision

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Inspection date	22/04/2010
Inspector	Cathleen Howarth
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 registered in 2009. She lives with her husband and son aged three years in Failsworth, Manchester. All of the ground floor of the childminder's home is used for childminding in addition to the bathroom on the first floor. There is provision for outside play in the back garden. Parents use the front door and there is one step into the house.

The childminder walks to local schools to take and collect children. She attends the local toddler group, playgroup and childminding support group, which meets at the Failsworth Sure Start Centre. The childminder usually provides care throughout the week from 8am to 5pm.

The childminder is registered to provide care for a maximum of five children under eight years, of whom, not more than two may be in the early years age group, and of whom, not more than one may be under one year at any one time. Currently, there are two children on roll on the Early Years Register. There are no children on roll on the compulsory and voluntary part of the Childcare Register.

The childminder is appropriately qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A distinct feature is the childminder's calm, caring nature and her professional approach in supporting children to make good progress towards their early learning goals in all areas. Inclusive practice is firmly embedded in all aspects of the provision and as a result each child's individual needs are well met. There are effective systems for self-evaluation and the childminder demonstrates she has a good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- extend 'all about me forms' and obtain additional information to continue to meet the children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder's in-depth awareness of safeguarding issues is good. She fully understands her role in child protection, which includes the procedures to follow should a concern arise.

The effectiveness of leadership and management in embedding ambition and

driving improvement is good. The childminder attends training events to keep up-to-date with childcare practice and she successfully transfers her knowledge and understanding into positive outcomes for children. The effective deployment of resources, in addition to the physical layout of the setting meets the needs of children well and clearly enhances their experience at the setting.

The childminder places the promotion of equality of opportunity at the heart of all her work. Adult to child ratios are good and the childminder has secure a knowledge of each child's background and needs. The children are learning about human differences in the wider community through well thought through activities that positively promote gender, disability, ethnicity and culture, for example storytelling with finger puppets.

There are effective systems for self-evaluation. As a result, aspects of the provision that the childminder intends to develop are clearly prioritised, such as personal professional development through the local authority and in-service training. An issue raised at the registration visit has been fully addressed. The low-level garden wall that had some loose bricks has been cemented to improve the children's safety at the setting.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is good. Parents commend the childminder for the way in which she sensitively delivers an effective service. They are routinely involved in decision making on key matters affecting their children through well-established procedures, such as, the daily diary, which parents are encouraged to maintain with the childminder. This effectively promotes the children's continuing care and development.

The children are fully included and involved. Their views and suggestions are routinely taken into consideration and recorded. The children's activities are evaluated and include what they have done well and what they could do differently to achieve better results.

The effectiveness of working in partnership with others is good. There are systems in place to promote a seamless approach to delivering the framework in addition to systems to effectively provide for children with special educational needs and/or disabilities. At registration the childminder and parents complete the 'all about me' forms to establish starting points and to obtain relevant background information, such as, special dietary requirements and medication. However, this does not always include other named practitioners, such as health visitors.

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and she promotes the children's learning and development well, therefore their individual progress is good in relation to their starting points and capabilities. This is demonstrated through effective systems and high levels of consistency. For example, the childminder routinely records observations of

children at play to determine their natural interests, capabilities and preferred learning styles. She accurately tracks the children's progress, using the information in the Practice Guidance for the Early Years Foundation Stage. In addition she attractively maintains pictorial evidence of what children have achieved in their development files. The childminder evaluates stimulating and challenging activities with children and takes into account their age and stage of development in the six areas of learning, effectively supporting them to take the next step towards their early learning goals. The childminder has high and appropriate expectations of what children can achieve. She supports children well in a cohesive way in all areas of learning. Teaching methods are consistently good and the childminder is able to maintain the children's attention for long periods. All children are encouraged to participate and as a result they are confident learners, who have clearly developed a positive attitude towards learning.

All children show a strong sense of security and feel safe within the setting. They understand what standards of behaviour are expected and apply these in order to keep themselves and others safe, such as road safety. They routinely practise the emergency evacuation plan in order to learn how to act responsibly in times of uncertainty. The children's understanding of the importance of following good personal hygiene routines is good. Healthy eating is positively promoted and children make healthy choices, such as, choosing fresh fruit for snacks. There are good opportunities for children to engage in a wide range of physical activities, both indoors and outdoors. This includes walking as the childminder does not provide transport. All children are highly valued and treated with equal concern. They work well on their own and with others, for example at the local childminding support group. The children engage in meaningful activities that help them value diversity. For example, they learn about different cultures, languages and religions through the use of books, jigsaws, musical instruments and a host of other resources and activities, like dressing up, to effectively reinforce their learning.

The children's development in communication, numeracy, literacy and their use of information communication technology is good. They show real curiosity and have a natural desire to explore and examine their environment and resources. The children have great fun learning how to use the phonic activity centre, pressing and turning buttons to effectively reinforce numbers, letters and shapes. They are beginning to develop an awareness of the wider world through the atlas and age-appropriate activities. They are learning where fruit comes from, such as where bananas originate from. Outside play is an integral part of the provision and children use a wide range of quality resources in the back garden. The tent, tunnel, pedal car and bike are a few examples. Playing alone can also be creative and there is a good provision for quiet, relaxing activities, such as using the blackboard and chalk to draw pictures and to practise writing. Some children play in a calm, considered way when they sit on the blanket in the garden, inventing scenes with cuddly toys, using the inset jigsaws and building bricks. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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

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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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