

Inspection report for early years provision

Unique reference number	EY405684
Inspection date	14/07/2010
Inspector	Shaheen Matloob
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.

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 2010. She lives with her husband and two children in Rochdale, Lancashire, close to shops, parks, schools and public transport links. The whole of the ground floor and the bathroom and two bedrooms on the first floor are used for childminding purposes. The family has a dog and a rabbit as pets.

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 range. She is currently minding two children in this age group. She also offers care to children aged over five years before and after school. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from one of the local schools and attends a parent and toddler group and a childminding support on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, safe and self-assured in the childminder's home and develop very good relationships with the childminder and her children. The childminder promotes all aspects of children's welfare with success and children have exciting opportunities to access a wide range of play opportunities and experiences, both indoors and outdoors, that provide challenges and help children make good progress. The childminder has positive relationships with parents and valuable information is exchanged to meet the unique needs of each child. She has introduced some systems of self-evaluation and to seek the views of children and parents, although these are not fully established yet.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the record of risk assessment includes details of whom it was carried out by, date of review and any action taken following a review or incident (Documentation). 19/07/2010

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

- improve the ways in which parents are able to contribute to children's learning and development records and review their progress

- develop self-evaluation and reflection systems to identify areas for improvement and how these will improve outcomes for children and the provision overall.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding issues. There are robust procedures in place, which are shared with parents and clearly understood by the childminder. Effective arrangements are in place to record and report concerns to relevant agencies in the event of a concern about a child's welfare and safety. Children comment that they like coming to the childminder's and that they feel safe because the childminder looks after them and is kind. Policies and procedures required for safe and efficient management of the Early Years Foundation Stage are detailed, understood by the childminder and implemented well. The childminder regularly monitors and reviews these policies and procedures to ensure their effectiveness. The childminder has a clear commitment to continual improvement and has attended some beneficial training to learn new skills and keep up to date with changes. She has also identified further training to enhance her knowledge, using this to continue to improve her provision.

A clear and detailed equal opportunities policy is implemented well and the childminder effectively promotes equality and eliminates discrimination. All children and families are welcomed and children develop positive attitudes towards diversity and learn about similarities and differences through planned activities and good use of meaningful resources. Resources and equipment reflect the individual needs of children and where possible reasonable adjustments are made to ensure inclusion and participation of all children. The childminder takes into account parents' and children's views using informed discussions and has introduced parental questionnaires to self-evaluate her provision. She uses information obtained from these methods to act on their views and involve them in contributing to decisions about her setting. However, the arrangements for self-evaluation are developing and are not fully established yet.

The childminder is aware of the need to liaise with other services to regularly share information to support children's achievements and well-being. Partnerships with parents are highly positive and well established. Parents comment that their children feel safe and secure and activities provided are of a very high standard and meet all aspects of their children's needs. Parents are provided with good quality information about the childminder's provision in the form of a clear, comprehensive and professional welcome pack. A successful setting-in period ensures that children settle well and parental concerns are alleviated. Regular discussions and free access to their children's records keep parents up to date with their children's achievements and progress. However, parents are less involved in contributing to their children's learning and development records and in reviewing their progress.

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

Children have exciting opportunities to learn about the world around them. For example, they learn in depth about farm animals and create displays about what they think they will see prior to the trip to the farm and what they actually saw at the farm, and take part in creative activities to make 'woolly sheep'. Children are encouraged to recognise their own names as the childminder prepares children for the transition to pre-school. They use a self-registration system to recognise their own names and attempt to write their names, and some of the letters are correctly formed. Children thoroughly enjoy creative experiences and learn about mixing paints to make different colours. They talk about their favourite colours and choose their favourite coloured bowls for snack time. Children explain that they are painting tractors because they have been to a farm. They are confident communicators and enthusiastically talk about their experiences and explain that they gave some animals some milk. They also understand dangers, such as not touching an emu because it will bite your fingers. The childminder uses an 'all about me' form to gather information about children's backgrounds, development and well-being. She uses this information alongside very good links from observation and assessment records to inform future planning. As a result, good quality planning ensures that children receive enjoyable and challenging experiences and make good progress in their learning and development.

The childminder carries out regular risk assessments and daily visual checks and reminds children about potential dangers to ensure that the premises are safe and hazards to children are minimised. She has detailed records in place; however, the record of risk assessments does not contain details of whom it was carried out by, date of review and any action taken following a review or incident. This is a clear breach of welfare requirements. Children are safe, secure and self-assured in the childminder's home and have a good understanding of issues relating to safety, demonstrating this in their play. For example, while using role play equipment, they explain to the childminder and other children that they need to be careful because the iron is hot. Children also know that they cannot touch the cooker because they will burn their hands. Children have an excellent understanding of fire safety and evacuations are practised regularly and a log kept. Children confidently explain how they have to assemble outdoors and wait for the fire engine and how 'they will make the fire go out and then you can come in'.

Established daily routines contribute to developing children to understand and adopt healthy habits, such as good hygiene practices. Children understand the importance of washing hands with soap and actively demonstrate this, explaining how they use soap and rub their hands together to clean them. They also understand that hand washing prevents them getting germs that will 'make you poorly'. Children demonstrate a good understanding about what constitutes a healthy diet and make healthy choices about what they eat and drink. They confidently explain that sweets and chocolates are not good for them, but strawberries and grapes are good. Children provide their own lunch, which is stored appropriately. Children benefit from a wide range of healthy and appetising snacks and children are encouraged to explore their food. The childminder

encourages them to close their eyes and guess what food they are eating and if the home grown fruit tastes any different to fruit brought at the shops. Children are active and move freely within their environment as they select what resources they wish to play with and in which room. Children are involved in planting and growing and they are currently growing their own strawberries.

Children respond to the expectations of the childminder, who uses positive strategies to manage children's behaviour well. She shares with parents the rationale of boundaries and expectations of behaviour to ensure a consistent approach with them. Praise and encouragement are used to promote children's self-esteem and children choose activities as a reward. The childminder uses sensitive explanations according to the children's age and maturity to help them learn about right and wrong. As a result of this positive approach, children are consistently well behaved.

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	3

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	3
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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