

Inspection report for early years provision

Unique reference number	EY403615
Inspection date	30/09/2010
Inspector	Shirley Monks-Meagher

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 2010 and operates her business under the name Bright Stars Childcare. She lives with her husband and three children aged 13, 11 and four years, in the Chadderton area of Oldham. The family have a pet cat.

The childminder uses the whole of the ground floor, with the exception of the computer room for childminding purposes. This includes a dedicated playroom and a ground floor toilet. There is a secure rear garden for outdoor play opportunities. The premises are accessible.

The childminder may care for five children at anyone time, of these two can be in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has six children on roll, three in the early years age group, who attend a variety of sessions. She supports children with special needs and/or disabilities.

The setting is open 48 weeks of the year, five days per week, between the hours of 7.30am and 5.30pm, although the childminder is flexible by prior arrangement. She is qualified in Childcare, Learning and Development Level 3 and receives support from the local authority Childminder Development Workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Happy, secure children thrive at the setting. Effective policies, procedures and practice successfully underpins their safety and welfare. Children benefit significantly from the inclusive service which is effectively tailored to meet their individual needs. They are recognised and valued as unique individuals through the gathering of information from the adults involved with them, sensitive observation and assessment and appropriate support. An enabling environment allows them to explore, play and question in a secure and confident manner. The childminder continually strives to build on her achievements and secure better outcomes for the children in her care.

What steps need to be taken to improve provision further?

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

- extend the observation and assessment systems to better highlight any gaps in children's learning and monitor their progress across all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good awareness of how to keep children safe and secure when in her care. Her secure understanding of child protection issues and her confidence in the procedures to follow ensures children's welfare is effectively safeguarded. She conducts and implements comprehensive risk assessments and reviews them frequently to meet changing needs and continual safety. Premises are kept secure. The childminder seeks and records all legally required information, has clear agreements with parents and knows who may collect the children from her care. All her documentation is well organised and securely stored, maintaining confidentiality. Children are safe and secure.

Systems for self-evaluation are realistic and effective. The childminder reflects on her practice and listens to comments from parents, children and other professionals to ensure all who use her setting will benefit. She identifies and targets areas for improvement which will benefit the outcomes for children in her care, such as her systems, to identify, promote and support their progress. This consistent reviewing and refining is significantly improving children's achievements and enjoyment. However, the childminder does not, as yet, monitor progress effectively or highlight gaps in their learning. The childminder demonstrates a strong commitment towards promoting equality. She organises toys and activities to enable all children to participate fully. A bright, stimulating environment enables children to easily access toys and resources of their choice. Planned activities, resources, toys and books help to promote children's understanding of diversity.

Great importance is placed on meeting children's individual needs. Close working relationships with parents are a strength. She seeks effective information from parents, which underpins her realistic and secure understanding of children's individual needs, abilities and backgrounds and ensures their needs are well met in practice. Parents are kept well informed through a wide variety of sources, such as communication books, displays, policies and procedures. They contribute to their children's learning by adding comments and information to their quarterly progress summaries and involving themselves in home activities such as, the newly introduced bear and camera. Contact with other early years providers that the children attend ensures they enjoy consistency and continuity in their learning.

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

The childminder is warm and nurturing enabling children to establish close, trusting relationships with her. They demonstrate a strong sense of security in her care, confidently chatting to her, making their needs known and expressing their thoughts and ideas. Routines are consistent and help the children know what to expect next. For example, children understand the tambourine rattle means tidy away their toys and equipment. The children develop a strong sense of belonging.

Their work is displayed on the walls, they have their own equipment and they know where to find toys and resources. Children engage in a wide range of activities indoors and outdoors, they move around freely and safely, making choices, following their interests, increasing their independence and developing their initiative.

The childminder spends all her time with the children, who have lots of opportunities to learn about themselves, each other and the wider world. Observation and assessment are integral to her practice and focus the individual support she provides as well as identifying children's future learning. The children are active, inquisitive learners who express their ideas freely during their play. They are motivated and eager to participate, spending their time in purposeful and meaningful play. For example, they perceptively mimic their world as they act out scenarios with role play toys and equipment such as, cars, fire engines and ambulances or use the play tools to build and repair equipment, ensuring they put on hard hats to protect their heads. They are persistent. They turn pieces over and around and select additional ones from the box to make train tracks in the shape they desire and are overjoyed when they eventually get the magnets on the engine and carriages to attract and join together. Children use their understanding of number to support their play. For example, they can sort out the Chinese plates to ensure everyone has one and know that there is one left over and also use the laptop to play matching games.

Children mark-make confidently. They select pens, pencils, paper and envelopes so that they can write letters and draw names. They know that they need waterproofs to play out in the rain, they pedal vehicles and manoeuvre them successfully around objects and nurture the courgettes they are growing in the greenhouse. The children are becoming safety conscious. They practise emergency evacuation from the premises and understand that if there are too many toys out, it is a trip hazard. Good role modelling and routines help children develop an awareness of personal hygiene. Nutritious snacks, meals and activities about healthy foods are helping the children to recognise and make appropriate food choices as part of a healthy life style.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met