

Inspection report for early years provision

Unique reference number	316059
Inspection date	17/11/2010
Inspector	Krystina Chitryn
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 1996. She lives with her husband and two adult children in the Rochdale area of Greater Manchester. Children have access to the whole of the ground floor and bathroom on the first floor. An enclosed rear garden is available for outdoor play. The family have a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years, three of whom may be in the early years age range. She is currently caring for four children in the early years age range and two children on the compulsory register. With parental permission children are taken to, and collected from, local primary schools. The childminder is a member of the National Childminding Association. She has a Level three qualification in child care and regularly updates her knowledge.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual learning and care needs are effectively met to ensure they make good progress as the childminder plans purposefully to meet each child's individual needs. The children receive consistent care as the childminder has good systems of communication in place with parents. Children thrive in the care of the childminder who is warm and ensures their well-being. Children's welfare is effectively promoted, although some aspects of documentation are not effectively recorded. The childminder evaluates her provision and includes children and parents in the process to drive improvements in the service she offers.

What steps need to be taken to improve provision further?

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

- include the procedure to be followed in the event of an allegation being made against you or a member of your household. (Safeguarding and promoting children's welfare).
- 18/11/2010

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

- ensure times of children's arrivals and departures are recorded accurately.

The effectiveness of leadership and management of the early years provision

Children are kept safe as the childminder has a good understanding of the safeguarding procedures and is aware of what to do should she have any concerns. Children are never left unsupervised and everyone who comes into regular contact with them has had checks completed on them. The safeguarding policy is shared effectively with all parents. However, the policy does not make reference to what would be done if an allegation is made against the childminder or a member of her family. This does not fully meet a specific legal requirement.

The childminder has completed risk assessments on all aspects of her provision. Generally, records are kept up-to-date; however, she does not record times of children's arrivals and departures at the appropriate time and this does not ensure that records are accurate. Children feel safe in the setting as the childminder makes them feel very welcome and recognises and adheres to their individual needs. The children are very secure in the relationship they have with the childminder and she takes very good care to remind them to keep themselves safe. Children, for example, are reminded not to sit on the arm of the settee and to be gentle with each other so they are safe in the environment.

The childminder regularly evaluates her work to see what is working well and what could be improved to provide a better service for the children. She provides appropriate challenges and activities so the children make good progress. She includes the children, parents and other professionals in the process and acts upon their suggestions. She is committed to self development and keeps up-to-date with training. Children have independent access to a broad range of equipment through the well planned environment. They have space to move around and be active, both indoors and outdoors.

The childminder has effective systems in place to ensure parents are fully involved in their child's time at her setting. She develops positive relationships with parents and recognises their role in the education of their children. Parents are provided with copies of the policies and procedures, and she explains her practice. She obtains detailed information from parents about their child and their families, likes and dislikes and level of development. The childminder links this information to the six areas of learning in the Early Years Foundation Stage enabling parents to understand the curriculum. She records information about the children's day in daily diaries and notes observations on the children, which are shared with parents and other professionals, to ensure continuity of care for the children. She also provides photograph albums for parents which show the children in a variety of activities to keep them further informed about the children. Children's views are taken into account, for example, she talks to the children about what activities they like to do. She has made links with external agencies, such as the local Sure Start Centre, the health visitors, schools and social services to enable her to fully meet the needs of the children attending her setting.

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

The children are confident learners and enjoy new experiences. They are provided with the opportunity to make good progress in their learning and are offered a variety of stimulating and challenging experiences. The children are encouraged to explore, observe and listen as they play with a variety of objects, textures and materials both indoors and outdoors. Children learn to explore their senses as they listen to and play musical instruments and dance and move their bodies. This helps them to be active and creative. They learn to cooperate together as they build a tower with the childminder and all children participate in the activity, identifying the colours of the bricks and excitedly shouting "I win" as the child places his brick on top before it tumbles down.

The children have the opportunity to explore outdoors and go for walks in all weathers and the childminder is aware of providing the correct clothing for all weathers so children can splash in the puddles in their Wellingtons. They grow bulbs for mothers day and learn about the growing cycle and how to support the planet. Children learn simple technology as they switch the buttons on the musical toys. Their language skills are developing as they repeat words and answer questions. Younger children are learning to walk independently with the aid of the childminder who holds their hands and demonstrates how to move about using furniture. The childminder actively supports children's learning, observing their reactions and achievements. They are well supported and gaining skills for the future as they learn to communicate, socialise, move freely and become confident mathematicians.

The childminder has a good understanding and knowledge of each child. She provides children with individual challenges and supports them to make good progress in their learning and development. For example, she is aware of a child's enjoyment of music and dancing and provides musical instruments and sings with the children, which they enjoy. The childminder has a system of planning, observation and assessment for each child so they experience appropriate and enjoyable challenges. Planning for individual children covers the six areas of learning and is informed by her observations of children and her knowledge of their individual needs.

Children are learning about caring for themselves and others through consistent routines of what is expected of them. Gentle reminders about sharing and taking turns, for example, when the children build the tower together they get excited when it is their turn to place their brick. Children are learning what is expected of them. Children experience healthy lifestyles, fresh air on daily walks, visiting groups that provide opportunities for physical activities and play in the garden. They are learning to take care of themselves as they wash their hands. The childminder has a very good understanding of children's needs and how they learn. She provides mostly home cooked healthy meals that are varied and nutritious, such as cottage pie with vegetables and fruit. Children are encouraged to try new foods at different times. For Chinese new year they had a banquet, made Chinese lanterns and learnt a poem about the animal of the year. The childminder is aware

of the festivals and discussed Eid. She is inclusive in her practice and discusses differences with the children and respecting others. Children's health is protected by secure policies and the attention to hygiene and safety measures the childminder makes. She has a first aid qualification and details for herself and the children to use should there be an emergency.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----