

Inspection report for early years provision

Unique reference number	EY413871
Inspection date	16/12/2010
Inspector	Anne Drinkwater
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 2010. She lives in the Blackley area of Manchester, with her husband and three children aged three, six and eight years. The whole of the ground floor is used for childminding, bathroom facilities and a rear bedroom on the first floor are also used. There is a secure front garden for outdoor play.

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 year's age range. She is currently minding one child in this age group. She also offers care to children aged over eight years to 11 years. There is one child on role. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have recently started to attend at the childminder's home and they have settled quickly. They have a sense of belonging and are happy, confident and safe in their surroundings. They are treated as individual and unique. There is a satisfactory partnership with parents and information regarding the children's care needs is shared regularly between them. The childminder has not completed a formal self-evaluation, but is able to demonstrate a commitment to improve and can identify areas for improvement through discussion.

What steps need to be taken to improve provision further?

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

- build on existing good partnership working by inviting parents to share their children's initial starting points and contribute to the on going observations of their children's learning
- develop further systems for planning, observations and assessment systems to include children's next steps and provide planned activities to incorporate these
- develop self-evaluation to bring about continuous improvement and consider ways to seek parents and children's views in order for them to contribute to the settings evaluation.

The effectiveness of leadership and management of the early years provision

Children are safeguarded adequately. The childminder is confident about the procedures to follow in the event of having any concerns about children in her

care. She records children's existing injuries and appropriate risk assessments are in place and cover all aspects of the home and trips out in to the community. Fire evacuation procedures are detailed and practised regularly with the children. Accident and medication books are used and all necessary parental permissions are in place.

Resources are easily accessible, balanced and reflect the diversity in the community. Children are able to select resources for themselves during their time with the childminder. She has started to observe and assess children's needs, however, as her observation, recordings and assessment systems for children are not yet fully developed and as she is not identifying their next steps in development she is unable to include these in her planning to further develop their learning and help her continue to meet the learning needs of children in her care.

The childminder does not have any children attending that have any special educational needs and/or disabilities or English as an additional language. However, through discussion she was able to demonstrate a suitable knowledge and understanding about how she would include any children that may attend. There is a satisfactory partnership with parents and information regarding the children's care needs is shared daily with them when they leave and collect their children. Well written policies and procedures are shared with parents and are easy to read. However she has yet to fully involve the parents in their children's learning by the sharing of the children's development, requesting their comments or gaining initial starting points on entry. That said, parents comments are positive about the childminder and the care she provides. The childminder has no children that attend other early year's settings, but she was able to clearly discuss how she would link with them when the children start attending.

This is the childminder's first inspection since registration and she is able to discuss clearly the areas she would like to improve and develop and has expressed a desire to attend additional training to extend her knowledge and understanding. She welcomes feedback from her inspection. This demonstrates a satisfactory awareness about the need to drive improvement and develop the childcare she provides. The childminder works hard to ensure she meets the needs of the children in her care.

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

Children feel safe and confident in their surroundings. The childminder is calm, caring and shows great patience towards the children. She ensures that younger children have age-appropriate toys to play with for learning and also to develop physical skills. She plays alongside toddlers supporting their efforts and also ensures their language development by engaging children in talk about what they are doing. They are able to access resources easily from low level boxes.

The childminder through her planning allows for the short attention span of very young children to give a balance of adult-led and child-led activities to challenge their interests and development. She makes regular observations which clearly

show the varied and challenging activities she provides. For example, developing their senses with a bowl of snow, rice and sand, promoting communication and encourage mathematical language through questioning and as she counts the rings on the pole, exploring books, songs and conversation when out in the markets. Children learn to distinguish the different sounds of musical instruments at their weekly music sessions with the guitars, maracas and rattles. Children enjoy developing their physical skills through brick building, daily walks and riding their trikes. They benefit from regular contact with other children in local community groups. The childminder has an appropriate equal opportunity policy and resources and activities, such as themed days, support children's understanding of diversity.

Although most meals are currently provided by parents the childminder aims to make sure children know what foods are good for them to eat and that regular drinks are needed by ensuring that they are accessible at all times. Routine practices established during childminding ensure children understand the need for good personal hygiene, such as hand washing before meals and after toileting. Behaviour is managed very well. Children are purposefully occupied and they do not become bored or frustrated. The childminder anticipates their need for sleep and rest when appropriate.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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
--	-----