

Inspection report for early years provision

Unique reference number	EY411968
Inspection date	14/01/2011
Inspector	Susan Lyon
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. He lives with his wife and two children in Tameside. The childminder is registered to care for five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children on roll, of whom one is in the early years age range.

The rooms and areas of the house used for childminding are the lounge, kitchen, upstairs bathroom and back garden. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from local primary schools. There are two dogs in the household.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are very happy and settled. The childminder has a secure knowledge and understanding of the Early Years Foundation Stage framework. Children make good progress in their learning and development. The partnerships with parents, local schools and other agencies successfully ensure that the needs of all children are met. All documentation is in place, although resources reflecting the wider world are limited. The childminder demonstrates a strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- use information from observations consistently to identify and plan the next steps in children's learning in order to help them progress towards the early learning goals
- increase resources reflecting the wider world in order to promote positive attitudes to diversity.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder has a very good knowledge and understanding of his role in relation to child protection and he is fully aware of the vetting of household members. Parents are well informed of the childminder's procedures and he has completed child protection training. Children's safety and welfare is promoted effectively through the meticulous recording of risk assessments of the premises and for outings. The emergency escape plan is in place and practised regularly with children, contributing to their safety while on the premises. Space and resources are organised well to allow all children to move

around freely and safely. All documentation is in place to ensure the safe and efficient management of the provision. The childminder successfully evaluates his practices through completing the self-evaluation form to highlight strengths and weaknesses. For example, he has recently introduced children's questionnaires to obtain their feedback on the service. He has also devised a song book so children can enjoy different songs. These improvements enhance the care and enjoyment of children attending the setting. The childminder remains enthusiastic and motivated because he enjoys being around the children. He asks parents if they are happy with the care and has a positive vision for his service. The childminder is fully committed and has attended ongoing training which helps him meet the diverse needs of children.

Children benefit significantly from the childminder working closely with their parents. This ensures children have consistency and continuity in their care. Parents are welcomed into the setting and new children settle in at their own pace through a series of visits. Parents are fully involved in children's learning and development through daily chats and the sharing of observation files whenever they choose. New parents receive a wealth of information, such as a comprehensive range of detailed policies and sample menus. Relevant information recognising the uniqueness of each child is obtained from parents, such as special diets, the language spoken at home, culture and religion. This allows the childminder to provide a highly individualised service. The childminder has established strong links with other childminders, local schools and nurseries providing the Early Years Foundation Stage framework through exchanging ideas and regular communication in order to promote progression and continuity of care and learning. Children benefit significantly through the childminder working effectively with other agencies by sharing information and implementing individual education plans to help all children achieve and progress.

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

The childminder helps children to learn by consistently interacting with them. He skilfully asks them questions and provides a rich learning environment covering all areas of learning. The childminder finds out what the child can do on entry to the setting through talking to parents. Detailed observations generally help children make good progress in their learning as the information is used to plan appropriate activities. However, the next steps in their development are not always recorded impacting on their achievement of the early learning goals. The children's communication, language and literacy is fostered well as they often make single and two word utterances as they play. The use of 'choices cards' successfully assists children to communicate their needs and preferences. Children show interest in toys incorporating technology as they ably press buttons to operate electronic toys. Young children persist for extended periods of time as they explore the sensory resources. They competently join construction pieces together. Children love to be outdoors and show an interest in the natural world as they go for walks and look at the trees. They begin to understand the seasons of the year as they touch and feel the snow and talk about leaves falling off the trees. Children make good progress in their personal, social and emotional development as they

seek to do things for themselves, such as feeding themselves using a spoon. The children giggle happily as they enjoy finding their nose and eyes. Children enjoy positive relationships with the childminder and are active and independent learners as they freely choose resources and successfully help to tidy up. Good opportunities to explore natural objects and textures are provided for babies. The childminder promotes an inclusive service as he changes or adapts activities to suit all children. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem. Children's problem solving, reasoning and numeracy are supported well as they count 'one and two' and enjoy filling and emptying containers. Children's physical development is promoted as they move in a range of ways, such as jumping, running, kicking footballs, crawling through tunnels and throwing balls. Activities such as these support children well to gain good skills for the future.

The childminder helps children to learn how to keep themselves safe through frequent discussions. Children show they feel safe as they move around safely and confidently. Extensive safety measures create a very safe and secure environment for children. Children benefit from fresh air and exercise as they walk to school every day. Appropriate action is taken when children are ill and good hygiene routines prevent the spread of infection. Children make healthy choices at meal and snack times and drinks are freely available throughout the day keeping their bodies healthy and hydrated. Children learn to value diversity through frequent discussions about similarities and differences and the reasons for these. However, resources reflecting different cultures, disability and gender are limited hindering their awareness of the wider world.

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
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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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