

Inspection report for early years provision

Unique reference number	503216
Inspection date	12/01/2011
Inspector	Helen Blackburn
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 2001. She lives with her husband and two children aged 14 years and 12 years in the Middleton area of Manchester. There are shops, parks, schools and public transport links in the local area. The whole of ground floor and first floor bathroom of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and she can care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding four children in the early years age range. The childminder also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in this age group.

The childminder takes and collects children from local schools and nurseries and she goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has excellent relationships with the children and parents. The childminder provides a learning environment that is safe and clean, she effectively promotes positive behaviour, children's independence, diversity and difference. Overall, most documentation, policies and procedures are in place and they contribute to promoting the safe and efficient management of the setting. Children are enthusiastic and motivated learners who progress well because they experience an extensive range of fun and stimulating activities. The childminder's commitment to promoting continual improvement is good and through self-evaluation, she improves her service well.

What steps need to be taken to improve provision further?

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

- obtain parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 08/03/2011

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

- improve the procedure for dealing with allegations of serious harm or abuse

by any person living or working on the premises, to ensure all guidance that needs to be taken into account is included

- improve the risk assessment record to include all aspects of the environment that need to be checked on a regular basis, for example, the fire in the living room.

The effectiveness of leadership and management of the early years provision

The childminder's arrangements for safeguarding and promoting children's welfare are good. She understands her responsibilities in protecting children from harm. For example, she is aware of possible signs of abuse and neglect and she knows what procedures to follow regarding reporting and monitoring concerns relating to children. She outlines this in her detailed child protection policy. However, her child protection procedure for dealing with allegations made against anyone living or working on the premises is basic and lacks some information. For example, information on who she would inform and timescales for completing this, is missing. The childminder ensures all adults living on the premises have undergone appropriate checks and she supervises any visitors to the home. This contributes to keeping children safe and protected from harm. The childminder maintains a good range of detailed documentation, policies and procedures. These are organised well and overall, contribute to promoting the safe and efficient management of the setting. However, although the childminder seeks parental permission to seek medical attention, she does not obtain consent to seek advice. This is a breach of a specific legal requirement. The childminder provides a safe and clean learning environment for children to play. She manages this through adopting effective cleaning routines and by carrying out regular risk assessments and safety checks. The childminder maintains a record of her risk assessments. However, she does not include in this the measures she has in place to minimise hazards regarding the fire in her living room.

The childminder makes excellent use of her time and resources to promote children's welfare. For example, she organises her day to ensure she incorporates children's individual routines into the day. In addition, she makes very good use of resources within the local community to extend children's experiences. For example, children regularly access activities through the forest school project, at the local children centre.

The childminder's commitment to developing her practice and service is good. Through self-evaluation, the childminder evaluates and monitors her service well. For example, she identifies key priorities for improvement and this means she promotes positive outcomes for children. Self-evaluation is inclusive and takes into account the views of parents, children and other professionals. For example, following feedback from children's questionnaires, the childminder purchased additional resources. The childminder's commitment to her ongoing professional development is excellent. She accesses an extensive range of training courses to develop her knowledge and skills. In addition, she has regular contact with other early years professionals and she shares good practice ideas with them.

The childminder has excellent relationships with the parents and they work very well together. For example, through effective communication and information sharing the childminder knows the children very well. Therefore, she effectively meets their individual needs. A comprehensive range of written policies, procedures and information booklets provide parents with good quality information about the service and education children receive. Parental questionnaires provide positive feedback about the service and care provided for the children. The childminder and parents work in effective partnership to promote continuity in children's learning and progression. For example, the childminder uses 'family news sheets' to encourage parents to share children's achievements and interests. Parents also have regular access to their child's learning and development record. The childminder works well with others involved in children's learning and care, such as school or external agencies. This means she is proactive in ensuring children receive the best learning opportunities to support their learning, or if they need additional support or help.

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

The childminder effectively promotes children's welfare and learning. She manages illness, infection and hygiene extremely well, which contributes to effectively promoting children's healthy growth and development. For example, everyday practical routines contribute to the children developing an excellent understanding of good personal hygiene practices. They independently wash their hands and confidently talk about why they need to do this. The childminder helps children to learn about making healthy choices. For example, she provides healthy snacks and involves children in fun activities that promote their awareness of good health. For instance, children grow vegetables and enjoy tasting the freshly grown produce. The children are encouraged to lead a healthy lifestyle because they have excellent opportunities to be active and to access fresh air. Children go on regular walks, they visit the local park and engage in a wide range of outdoor activities at the local forest school. These activities encourage children to run, jump, climb and balance, which promotes their physical development very well. Through activities, such as mark-making, construction, painting and jigsaws children are developing their coordination and dexterity skills.

There are extremely positive and trusting relationships between the childminder and children. These relationships, alongside established routines and continuity, ensure children feel safe and secure in the childminder's care. The children learn about the importance of keeping themselves safe. For instance, when making bird boxes, they learn about how to use hammers, nails and screws in a safe way. The children's behaviour is good and they have positive relationships with their peers. Through play and discussions children learn about right and wrong, such as sharing and taking turns. The childminder effectively uses praise to celebrate children's achievements, which means they have good self-esteem and confidence. The children have a good sense of belonging within the home. For example, their work is valued and displayed around the setting and the childminder incorporates their ideas and interests into the planning. The children are developing a good understanding of diversity and difference. Through activities, celebration of

festivals, resources and discussions the children are developing positive and respectful attitudes towards all people in society.

The childminder has a good understanding of observation, planning and assessment arrangements. As a result, children receive a personalised learning programme that meets their needs. This means children are making good progress in their learning. The children access an extensive range of activities and experiences across all areas of learning. Resources are organised very well, so that children can make independent choices in their play. This results in children being happy, enthusiastic and motivated learners. For example, children enthusiastically join in with the fun interactive stories, they confidently engage in conversations and they use their imagination when playing with the pirate ship. In addition, they express themselves creatively through art and craft activities. The children have an excellent understanding of environmental issues and nature. For example, they enjoy activities, such as, making bird boxes and through walks in the forest, they learn about different habitats and wildlife.

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	1
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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