

Inspection report for early years provision

Unique reference number	EY411358
Inspection date	04/01/2011
Inspector	Julie Firth
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 2011

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 with her husband and two children aged three and seven years in Abbey Hey an area of Manchester. Children have access to the whole of the ground floor which includes the through lounge and the kitchen area. There is a fully enclosed rear garden for outdoor play.

A maximum of four children under eight years may attend the setting. There are five children currently on roll. Of these, four children are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and those who speak English as an additional language.

She is supported by the Manchester Sure Start development team and 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 are happy and settle well in a safe and inclusive environment. They make steady progress in a short time with the childminder. She is beginning to observe children's achievements and uses some of this information to plan activities around their learning. Assessments are in the early stages. She is developing positive partnerships with parents and carers and she keeps them informed about what their children are doing. She is beginning to recognise areas for development; however, self-evaluation is not effective to fully monitor the service.

What steps need to be taken to improve provision further?

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

- use more detailed observations across all areas of learning and link to short term planning
- devise assessment systems to identify gaps in the children's learning and track on going progress
- develop self-evaluation and use effectively to monitor the provision.

The effectiveness of leadership and management of the early years provision

The childminder ensures that the welfare of the children is fully safeguarded. She demonstrates a good knowledge of the signs and symptoms of abuse when questioned and procedures to follow should there be concerns about a child's welfare. She records all incoming accidents and events that occur outside her care. She has attended recent training. Rigorous risk assessments, indoors, outdoors

and for outings, are in place to ensure that risks to children are minimised. These are reviewed regularly and children are well supervised. The register is kept up-to-date and she records children's actual times of arrival and departure.

The childminder is committed, enthusiastic and strives to improve the service she provides. A daily routine promotes children's welfare and meets their individual needs. She has written a comprehensive set of policies to cover many aspects of her service. Areas are generally organised to give children opportunities to become independent and consolidate their learning. Resources are accessible and stored in low level crates.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents to ensure she has a suitable awareness of each child's starting points. She works flexible hours to meet their employment requirements. Daily communication and diaries inform parents of their children's activities. However, systems to enable parents to comment on the provision are in the early stages. She is beginning to work with outside agencies and attends local groups to enable the children to access a variety of events and resources.

She recognises the importance of continuous improvement. She has implemented improvements since becoming registered. However, systems are not yet in place to enable her to monitor and review her practice. Future plans are targeted; for example, she is enhancing her outdoor play areas around the home. Furthermore, she is keen to attend future training to enable her to extend her knowledge of planning and assessment.

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

The childminder has a growing awareness of the learning and development requirements of the Early Years Foundation Stage. Planning is in place and she is beginning to link activities to the six areas of learning. She plans for children's next steps and photographic evidence indicates some fun activities. However, this is ongoing as she gets to know the children's individual interests and needs. She is beginning to make observations of children's play and records this information in their individual files. However, observations lack detail in some areas and she is only beginning to link these to short term planning. Furthermore, assessment systems are not yet in place to track children's progress.

There is a great emphasis on settling children which motivates them to eagerly learn as they become familiar with their new surroundings. She encourages them to sit and concentrate whilst playing with small world toys and they play well alongside their peers. Their self-help skills are promoted as they help tidy away after the session. Children are beginning to learn about other cultures giving them an awareness of diversity; for example, children learn about different festivals.

Communication and language skills are developing as they listen during story time and have access to books. Magnetic puzzles encourage children to identify letters and the childminder introduces new sounds and words to enhance their language

development. They also use some writing materials to make marks. Mathematical concepts are promoted throughout daily routines. For example, they count in familiar songs and talk about shapes. Furthermore, they recognise colours. They have some opportunities to engage in meaningful role play and crafts. For example, children enjoy dressing up and the home corner. They enjoy making food for the bird table and Christmas decorations using a variety of textures, such as, paint, glitter and glue.

Some thought is given to developing children's knowledge and understanding of the world. Children have access to programmable toys, games and puzzles to encourage discovery and thinking. They have access to bikes and bats and balls to promote their physical skills when the childminder's rear garden is in use. They balance and climb on the large equipment when attending groups in the local community. Babies are able to develop coordination and movement as they crawl around the room. She supports them as they learn to walk in her care.

Children's good health is well promoted. The premises, toys and equipment are kept very clean. Regular discussions take place about the importance of washing hands and use of wipes after messy play. This helps to develop their awareness of the concepts of effective hygiene routines. Children enjoy healthy meals and snacks and meal times are social occasions where children practise good table manners. Menus are displayed for the parents. Children have access to drinks at all times and therefore keep hydrated. From an early age children learn the importance of sharing and taking turns and the childminder is a good role model to the children. The frequent use of praise helps children feel good about themselves. Children are encouraged to keep themselves safe. They are reminded to be careful when playing outside and are made aware of road safety. A detailed fire policy is displayed and children practise the evacuation procedure on a regular basis.

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	2
The extent to which children adopt healthy lifestyles	2
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
--	-----