

Inspection report for early years provision

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Inspection date	08/02/2011
Inspector	Lindsay Dobson
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.

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 2001. She lives with her husband and two children aged 14 and seven years in the Blackley area of Manchester. The lounge, kitchen, dining room, conservatory and toilet on the ground floor, plus both the back and the front bedrooms and a bathroom on the first floor, are used for childminding purposes. There is a fully enclosed back garden. The childminder supports children with special educational needs and disabilities.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of four children under eight years. There are currently four children on roll, of whom two are in the early years age range. Children attend on a full and part-time basis. The childminder is a member of the National Childminding Association. The childminder holds a National Vocational Qualification to level 3 in children's care, learning and development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is enthusiastic about her childminding service, ensuring all children receive good quality care and learning opportunities as they play. Children are fully occupied each day. They engage in a good range of well organised activities and resources, enabling them to make good progress in their learning and development. The childminder recognises the uniqueness and individuality of each child attending. She ensures their individual needs are incorporated into her daily routines, promoting inclusive practice. The childminder has developed close working partnerships with parents and has good systems in place to liaise with other Early Years Foundation Stage providers. The childminder has effectively used the Ofsted self-evaluation form as the basis for her personal development. The views of the parents and children are actively sought to include in this process and as a result the childminder is able to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the complaints recording log is updated in line with the Early Years Foundation Stage
- enhance provision in the outdoor environment to consistently provide opportunities in all areas of learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are clear; they are shared with the parents to ensure they fully understand the childminder's responsibility with regard to the welfare of

their children. The childminder has attended relevant safeguarding training enabling her to identify signs and symptoms of abuse or neglect and instigate referral procedures if she has a concern. A good range of relevant policies and procedures are effectively implemented in practice and all are shared with parents in order to support the smooth running of the setting. All records required by legislation are in place. The childminder has a detailed complaints procedure, which includes Ofsted contact details and the Ofsted poster is displayed. However, the documentation available to record a concern should one be raised is currently out of date. Daily registers are maintained, which assist the childminder to safely account for the children in her care. In addition, thorough risk assessments for the home, garden and outings are in place to identify and minimise potential hazards to children. The childminder makes good use of safety equipment such as stair gates to ensure the premises remain secure and children are protected.

The childminder is committed to improving her practice and continuing her professional development. As a result she has attended a good range of relevant courses since her last inspection, including gaining a level 3 qualification in childcare. Parents receive very clear information about the childminder's provision in a comprehensive parents pack. Parents' opinions and views are sought through the feedback forms she regularly asks them to complete, which also assist her in monitoring her provision. The results of these are all positive. They show that parents are very happy with the care the childminder provides and they feel their children's development has been effectively promoted by the childminder. Daily dairies and discussions keep parents updated about their child's day, and their development records are always available to them. Children's views about the activities they enjoy and ideas for the future are also sought and acted upon. The childminder's effective use of the Ofsted self-evaluation form, combined with her own self-reflection and the information gained from parents and children, has enabled her to clearly identify her strengths and any areas for future development. Therefore, she continues to improve and effectively promote the outcomes for children.

The childminder effectively raises children's awareness of recycling household products and growing plants and flowers. Children benefit from having their own playroom where the toys are easily accessible to them. The childminder successfully raises children's understanding of equality and diversity and celebrates festivals and special occasions from their own and other cultures. All children are included in activities, and through discussion, the childminder promotes children's awareness and respect for each other and their individual differences. The childminder actively supports children with learning difficulties and disabilities and has a wealth of experience enabling her to work closely with the children, their parents and other professionals.

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

The children are very happy and settled in the childminder's care. This is due to the warm and welcoming environment she provides for them. Resources are freely accessible to children. They are age appropriate and offer the children stimulation,

fun and challenge as they play. The childminder is proactive in ensuring the children are progressing in their development by making detailed written observations. These are linked to the six areas of learning and include well-targeted next steps to further promote ongoing development. Photographic evidence supports the observations and shows the good range of experiences and activities the children are involved in. The childminder gains sound information about children's starting points from their parents, enabling her to effectively support their development from the onset of care.

Children are provided with activities and learning opportunities which promote all areas of development. The playroom offers the children easy access to a good range of books and mark making opportunities. Children like to select their favourite books and sit with the childminder as she reads to them. The childminder engages the children's in conversations as they play. She asks open-ended questions to encourage children to think and to challenge their learning. The childminder recalls past experiences with the children and encourages them to think about and remember the situation. For example, the childminder and the children play with the pretend foods, making healthy meals. The childminder passes the children a lemon and asks 'what did the lemon taste like when we tried it?' The children screw up their faces and say 'yuk!' remembering the bitter taste. Children's social and emotional development is positively promoted by the childminder. They love to dress up and use replica toys such as kitchen and household equipment including a toaster, kettle and iron. Children understand how this equipment works and enjoy acting out from their own experiences. For example, they put the bread into the toaster. Children have many varied opportunities to develop their physical skills. They go on outings to the local parks where they can practice their climbing and balancing on the large fixed equipment. They visit places of interest where they can feed the ducks and run in the open spaces and during visits to the local farm, they have opportunities to feed and touch the animals. Children have free access to the childminder's garden from the playroom. This area is fully enclosed and children enjoy playing on wheeled toys and with the sand and water. However, the outdoor learning environment is not set up to consistently promote all areas of learning.

Children actively learn the importance of personal hygiene through the daily routines they engage in at the childminder's. Children are protected from cross infection and contamination through well-thought-out hygiene procedures. Children have well planned meals and snacks which promote healthy eating and meet their individual dietary requirements.

The childminder teaches the children the difference between right and wrong and the importance of sharing all the toys. This is all done at an age-appropriate level so all children are able to understand. The children have also drawn up their own rules for the home which they have displayed on the wall. Consequently, children are well behaved. Children are learning to keep themselves safe through the routines and activities the childminder involves them in. They have a good understanding of how to cross the road safely and how to keep the playroom safe by tidying up the toys when they have finished. The childminder works hard to ensure that children have a fun and stimulating time in a safe and happy environment.

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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