

Inspection report for early years provision

Unique reference number	500285
Inspection date	07/02/2011
Inspector	Jane O'Callaghan

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 1993. She lives with her husband on the outskirts of Manchester. The whole of the ground floor, upstairs bathroom and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time. The childminder currently has five children on roll and of these four are in the early years age range and one child is in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks and places of interest. She has two cats and two tortoises as family pets

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children with an effective level of support, enabling them to make good progress in their learning and development. She shows good commitment to providing an inclusive environment where all children are respected and their individual needs are met. Children experience a good range of activities, all of which take into account their interests and specific needs. The children's health, safety and welfare are promoted well in most areas. Through good partnerships with parents and others, children's individual needs are being met effectively. The childminder has started to evaluate her practice and is aware of her strengths.

What steps need to be taken to improve provision further?

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

- improve systems of observations and assessments of children, record children's starting points and identify their next steps in learning. Share this information with parents and encourage their contributions
- improve hand washing routines to minimise the risk of cross infection.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding children, such as recognising possible symptoms of abuse and an awareness of procedures to follow if she has concerns. She informs parents of her safeguarding responsibilities and ensures that all household members have appropriate background checks. The childminder has good written risk assessments for all

areas of the home, including outside and all outings that children are taken on. She ensures daily that the house is safe for children to come to.

The childminder establishes caring and supportive working relationships with parents, providing them with verbal feedback of their child's routine, progress and development. She ensures that parents have access to children's learning journeys, although they are not able to add their own comments in them. The childminder has well-written relevant policies and procedures that reflect all the aspects of the care provided. Parents are given these to read when their children first start at the childminder's. She encourages parents to have settling in periods with her, prior to children being left, to ensure that they are comfortable with her. The childminder is building links with other agencies where children attend and shares their individual profiles with them. Children easily access a good range of toys and activities independently and these are clearly identified through good clear labeling on them. The childminder has taken positive steps towards improvement through completing a self-evaluation form and recognises her areas of future development.

The childminder promotes equality and diversity by enabling all children to participate in activities and differentiate their experiences, to reflect their age and stage of development. The children can access a good selection of resources to reflect all areas of diversity; for example, small world dolls and posters depicting different parts of the world. This ensures children's knowledge and understanding of the world around them is developing.

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

Children are happy and settled in the childminder's home. They demonstrate a good sense of belonging, as they confidently move around the setting to play with a good range of activities. Children are beginning to learn how to keep themselves safe, as they take part in regular practising of fire drills and learn how to cross the road safely. Children learn about good hygiene practices as they are encouraged to wash their hands after toileting and before meals. However, children share a towel to dry their hands and this does not protect them from possible cross infection. Children learn about healthy foods and drinks as they are offered a choice of fruit at snack time and have drinks of water or juice available throughout the day. The childminder offers children home cooked meals and include fresh home grown vegetables, meat, pasta and rice. She ensures parents inform her of children's likes, dislikes and any allergies, all of which are recorded in their details.

The childminder has a good understanding of the early learning goals. The childminder makes observations of the children's development and achievements which are linked to all areas of learning. However, children's starting points and next steps of learning are not clearly identified. All of the children's learning journeys contain lots of their creative work and also photographic evidence of them participating in a variety of activities; for example, trips to the park, soft play areas, playing in the sand, water, painting and baking.

Children enjoy a balance of indoor and outdoor activities, with regular visits to local

groups, parks and other places of interest. They are very keen to play with the trains and recognise the numbers on the train and receive lots of praise from the childminder when they get it right. Children enjoy playing with the pirate ship and pretend to put the jewels into it. They like to show the large ship that they made using an old box and how they drew on it. Children learn about recycling through good clear explanations about where they put the plastic bottles and all about the importance of compost heaps. Children get daily opportunities to learn about the local community through visits to children's centres, library and preschools. This also helps children to develop their social skills, as they play together, share and take turns. The children can access a book corner where there is a good selection of books for all ages and stages of development. The children freely choose their favourite book about a favourite train character and listen intently as the childminder reads it to them. She asks them open-ended questions about the story and the colour of the trains and the differences in them. The children answer correctly and when they are right receive lots of praise from the childminder. Children enjoy playing in the childminder's back garden with a good range of toys. For example, they learn to balance on the small climbing frame, ride on the bicycles and learn to catch and play games with the bats and balls available to them.

Children are well behaved and thrive on the positive praise they receive from the childminder. She encourages children to share and take turns and gives good explanations to all children. She has a written behaviour policy to show parents and ensures that she is a good role model to all children, through being polite and encouraging the younger children to say please and thank you.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met