

## Inspection report for early years provision

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<b>Unique reference number</b>	EY347285
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	Cathryn Parry
<b>Type of setting</b>	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 2007. She lives with her partner, adult daughter and two younger children aged 13 and six years in the residential area of Gorton in Manchester. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. She has a dog as a pet. The childminder cares for children on weekdays from 7.30am to 6.30pm for 48 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years and is currently minding no children in this age group. This childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She supports children with English as an additional language. The childminder occasionally attends a toddler group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has a warm and caring nature, which is conducive to making all children and their families feel welcome. She has some experience of caring for children with special educational needs and/or disabilities and is keen to provide an inclusive environment. The range of experiences she offers ensures children have ample opportunities to make good progress in their learning and development. Most areas of learning are well resourced and most documentation is in place. The childminder links closely with other childminders and a professional from the childcare commissioning team, to ensure continuous improvement is effectively maintained.

## **What steps need to be taken to improve provision further?**

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- improve resources and activities to nurture children's understanding of people's different needs.

## **The effectiveness of leadership and management of the early years provision**

The childminder has attended safeguarding training and has a secure understanding of related issues. Consequently, children are well protected. Risk assessments take place daily within the childminder's home and for any outings undertaken. These reduce the chance of accidents occurring. However, these are not all recorded for outings, which has a slightly negative impact on their effectiveness. The childminder demonstrates a commitment to completing childcare related training. This has a positive impact on the quality of the care and education she provides. Resources are stored at the children's height to promote free choice and independence. These are rotated to encourage children to participate.

Effective partnership with parents ensures individual needs are met well. The childminder ensures they are fully informed of the activities their children have enjoyed. She encourages parents to be involved in their children's learning, for instance by inviting them to spend time in her home and to share their family traditions. The childminder works effectively with other professionals, such as social workers and health visitors to enable children to meet their full potential. There are currently no children attending who receive care and education in more than one setting. However, the childminder demonstrates a good understanding of the benefits of liaising with other practitioners to promote continuity and cohesion.

The childminder clearly reflects on the service she offers. She gains feedback from parents to enable her to tailor the learning and development opportunities provided, to specifically meet the needs of the children who are attending. The recommendations from the previous inspection have been positively addressed. These have a favourable impact on children's well-being and promoting their awareness of different cultures and beliefs.

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

The childminder has a secure understanding of the Early Years Foundation Stage and implements it well. She ensures each of the areas of learning is effectively covered by providing a wide range of experiences within her home and with trips to places of interest. Children are learning right from wrong and are starting to take responsibility for their own actions. They behave well and demonstrate good manners. The childminder's confident approach to equality and diversity contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources reflecting different people from around the world. However, there are few resources showing positive images of people with disabilities. This has a negative impact on raising children's awareness of difference. The childminder encourages children's communication skills as she gives them time to express their feelings and values what they say. Children clearly enjoy participating in creative activities, where they are able to use

their senses and practise using small tools, such as scissors and paint brushes. Children enjoy a range of sequencing and matching games, which nurture their problem- solving and reasoning skills. They have opportunities to learn about the living world, for instance where they visit the allotment and feed the ducks at the park. Their skills for the future are encouraged as they use interactive resources and start to become familiar with using the computer.

The childminder plans activities taking into account the areas of learning, children's interests and their capabilities. She has developed individual files, which contain observations clearly showing progress towards the early learning goals. She uses these to effectively inform future plans.

Children are cared for in a well-maintained environment, where toys and equipment are cleaned regularly. They experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Gentle reminders from the childminder to not run inside in case they slip, encourage children to take responsibility for their own safety. Their physical skills develop and improve through a wide variety of opportunities, such as using sit and ride toys, negotiating large climbing equipment at the park and visiting a soft play centre. A varied and well-planned menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. The childminder promotes good practice to prevent the spread of infection and to encourage children's knowledge and understanding of good personal hygiene practices. Examples of this are where she reminds them to wash their hands before eating and explains to parents that children cannot attend if they are sick. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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