

Inspection report for early years provision

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| Unique reference number | 504141 |
| Inspection date | 09/02/2011 |
| Inspector | K.A. Bryan |
| 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 nine and 13 years in a semi-detached property in Swinton, Salford.

The lounge and dining kitchen on the ground floor and the bathroom and two bedrooms on the first floor are used for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. There are currently four children on roll, all of whom are in the early years age range. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and feel included at the home as the childminder knows them as individuals. She works closely with parents and others involved with children to ensure she can respond quickly to their changing needs. Generally, all children make good progress in their learning and development and can make choices from a good range of resources. All required policies and procedures are in place and the childminder uses self-evaluation well to further her practice. All recommendations from the last inspection have been implemented.

What steps need to be taken to improve provision further?

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

- develop systems to identify what children can do and what they need to learn next.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility to keep children safe and has attended training in this area. Parents also receive a copy of the safeguarding policy which ensures they understand how their child is protected from harm. Clear procedures are also in place to report any concerns to the appropriate authorities.

The childminder has a good range of measures in place to keep children safe and a risk assessment covers all areas of the home, garden and outings. She is also always in the kitchen and garden with children, ensuring their safety is well maintained. Children learn about hazards as the childminder explains these to them, for example, on walks children learn about road and stranger danger.

Consequently, they learn to be responsible for their own safety.

Parents receive a useful range of information from the childminder which includes a good range of policies and procedures. Each child has a daily diary and they also have the opportunity to comment on the service by completing questionnaires. Progress reports are completed regularly for children and these are shared with parents so they can see the progress their child has made. Good systems are in place to work with others involved in the welfare of the children which ensure they receive consistent care.

The childminder has completed a range of training and is currently undertaking a childcare degree. This demonstrates her commitment to developing her service to children. The childminder also uses self-evaluation well to reflect on her practice and identify areas for continuous improvement.

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

The childminder has a good understanding of the Early Years Foundation Stage and has attended training in this area. This helps her to plan an interesting and varied range of activities for children. Good observations clearly show the childminder has identified children's individual levels of development. However, the next steps in their learning are not planned which means their progress may not be as effective as possible.

The childminder has made good use of her home to provide children with the freedom to explore their surroundings. They have easy access to a good range of resources which support their play and development. The childminder asks children what they would like to do and, consequently, they have a good balance of adult-led activities and their own choices. The children enjoy baking cakes and the childminder uses this to help them learn about weighing, counting and measuring. In this way, children learn through play. The childminder engages children in lots of talk and young children are delighted when she responds to their noises. They are clearly settled and happy with her and, therefore, make good progress in their learning and development.

Children enjoy being outside and regularly go to a local park which has large equipment, such as, climbing frames and swings, offering them a good range of physical challenges. They also enjoy indoor soft play which means they have physical exercise throughout the year. A door from the lounge opens directly onto the garden and this allows children to enjoy free-flow between the indoors and outside and to benefit from fresh air. The childminder helps children to develop an awareness of the local community as they go to the library, shops and play groups, which also provide them with good opportunities to socialise. Their awareness of other cultures is also well promoted as they learn about festivals. For example, at Chinese New Year the children made dragons and rabbit masks and tasted noodles. Effective measures are in place to help children with English as an additional language feel settled by using key words and books in dual languages.

The childminder is beginning to promote children's awareness of the natural world as they collect leaves and make these into hedgehogs. They also learn to recycle as they make robots out of discarded kitchen materials, helping to develop their imagination well.

Children behave well and understand the importance of simple rules, such as, sharing and eating together. Their good behaviour is rewarded with lots of praise and star stickers, which increases their self-confidence.

Children learn about good hygiene as the childminder explains to them how to prevent germs spreading by using liquid soap and a clean towel daily. The children enjoy home-cooked, nutritious meals and grow vegetables, such as, peas and carrots. As they eat these the childminder talks to them about how food helps them grow strong and, consequently, they understand how to keep themselves healthy.

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

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| 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

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| 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

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| 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

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| 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

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| 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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