

Inspection report for early years provision

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Inspection date	09/02/2011
Inspector	Cathryn Parry
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 2007. She lives with her three children aged 16, 15 and eight years in the residential area of Blakley in Manchester. The whole of the ground floor, except for the room to the front of the house, 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 7.00am to 6.00pm for 50 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 one child in this age group. She also offers care to children aged over five years and is currently minding five children in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has established links with the local school where she collects children from and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a warm and friendly welcome to all children and their families. She demonstrates a positive attitude to providing an inclusive environment, including planning to have a toilet and low sink installed downstairs. The extensive range of activities available to children ensures they have very good opportunities to make progress in their learning and development. Systems for monitoring this progress are being developed. Most documentation is in place. The childminder links with another experienced childminder 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:

- improve systems for planning activities and observing children, including matching observations to the expectations of the early learning goals
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and demonstrates a good understanding of her role and responsibility. Consequently, children are well protected. Risk assessments take place within the childminder's home and for any

outings undertaken. These reduce the chance of accidents occurring. However, they are not all recorded for outings, which has a slightly negative impact on their effectiveness. The childminder shows a commitment to training, which has a positive impact on the quality of the learning and development opportunities she provides. The two playrooms are very well suited to their purpose. The childminder is meticulous in the way she plans the environment to ensure it is conducive to learning and is safe. The extensive range of high quality resources are suitable for the ages and stages of development of those attending. They are imaginatively displayed at the children's height to inspire participation. Consequently, children clearly benefit and thrive from the setting they are in.

Good relationships have been developed with parents. The childminder ensures they are fully informed of the activities their children have enjoyed. This enables parents to continue their children's learning at home through similar experiences. An example of this is where one child showed a real interest in the childminder's guinea pig so she let him take the pet home. The childminder shows a good understanding of the benefits of linking with other professionals to effectively meet the specific needs of all children. Consequently, she is able to offer all children the same opportunities to make good progress. Effective systems are in place for the childminder to liaise with other practitioners where children receive care and education in more than one setting. This clearly promotes continuity and cohesion.

The childminder clearly evaluates the learning and development opportunities she provides. She gains feedback from parents to give her a broader view of the service she offers. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on children's well-being. She identifies her main strength as being her enjoyment for caring for children and the lovely environment she has developed. She also recognises that systems for monitoring children's progress are evolving and as such are an area for improvement. This enables her to attend training to further develop this part of her provision.

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

Children are very confident and settled in the friendly and welcoming environment. The childminder has a secure understanding of the Early Years Foundation Stage and implements it effectively. The wide range of activities and resources cover each of the areas of learning well. The childminder's good understanding of children's individual personalities promotes effective behaviour management. Her positive attitude to equality and diversity ensures children have a good awareness of the wider community, for instance when discussing people's differences. This is supplemented with a wide range of resources reflecting positive images of the world they live in. They show an awareness of shape as they complete puzzles. Children use information and communication technology to develop their skills for the future, for example when they access carefully chosen games on the

computer. Their communication skills are fostered well, resulting in competent speakers and listeners. A variety of creative activities promote children's self-expression and gives them opportunities to explore their senses. An example of this is where they manipulate play dough, paint with their hands and explore the bubbles in the water. Children have a growing understanding of the natural world through a variety of well-planned and spontaneous activities, such as planting and nurturing seeds.

The childminder plans activities taking into account children's interests and capabilities. The childminder knows the children well. She has developed individual files, which contain observations and photographs linked to the areas of learning. However, it is not easy to see the achievements made within each area to enable the childminder to monitor progress towards the early learning goals. This has a slightly negative impact on observations informing future plans.

Children are welcomed into clean and well-kept premises where they have ample space to play. They are kept secure through good procedures for entry to the childminder's home. Children remain safe on outings as they learn road safety procedures and understand simple rules, such as walking on the inside of the pavement. They flourish as they access good opportunities for physical activity including negotiating climbing equipment, riding wheeled toys and throwing and rolling balls. Children are active or restful through choice and sleep in line with their individual needs and parents' wishes. Their well-being is enriched through accessing a healthy diet. Meals and snacks provided include fish, pasta dishes and fruit. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example they know they must wash their hands after using the toilet or potty. Children do not attend if they are sick, which enables the childminder to protect others from. All the required procedures and documents are in place to ensure children's welfare is safeguarded and promoted.

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	1
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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