

Inspection report for early years provision

Unique reference number	301472
Inspection date	11/02/2011
Inspector	Kath Harding

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 1997. She lives with her husband and two children in Oldham, Lancashire. The whole of the downstairs of the property is used for childminding. There is a shared garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a cat as a pet.

The childminder is registered to care for six children at any one time. She also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals. The childminder has a good understanding of their individual needs and actively promotes an inclusive environment where children begin to develop an awareness of diversity. Strong links with parents and others professionals, based on good information sharing, help to involve them in the children's care and education. The childminder has a positive attitude to improvement and works closely with others to improve outcomes for children. However, there are some minor weaknesses in systems that support the practice.

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 to ensure children's safety
- use self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of child protection procedures and has attended relevant training. She closely supervises the children in her care and knows of her responsibility to ensure that all people living in the house are suitably checked. Presently, there are checks in progress with regard to one household member. Risk assessments are undertaken which include the different areas of the childminder's home and the garden. This helps to keep children safe and ensure effective actions are taken to manage and eliminate

risks. However, the childminder has not conducted risk assessments for different outings that children take part in.

The childminder has a good knowledge of the Early Years Foundation Stage and implements this effectively to promote outcomes for children. She undertakes observations of children's progress and this links into planning for children's next steps. She creates a welcoming environment where children are helped to become independent learners, as most toys are accessible.

The childminder understands the benefits of liaising with other providers to promote learning and consistency for the children attending. She has regular discussions with the pre-school and the teachers at school in order to promote consistency. She demonstrates a good commitment to continuous improvement as she reflects on how to improve her service. She obtains advice from other practitioners and development workers to help improve her practice, but her self-evaluation is in its infancy.

The children enjoy continuity of care because the childminder works closely with parents. She provides parents with information so they know all about their child's day. She encourages them to view their child's profile books containing observations, photographs and artwork of the activities they have been involved in. The childminder's policies and procedures which underpin the service offered are given to all parents and they are requested to sign to say they agree to these. Some parental comments received on the service offered include: 'the childminder has maintained a friendly and fair approach, the children enjoy a good range of activities, trips out and go to various toddler groups', 'during the time I have known the childminder I have always found her to be completely honest, trustworthy and a well respected person in the local community', 'I could not be happier when I found out the childminder could care for my children as I was totally confident they would be happy and well cared for'.

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

Children confidently enter the setting and settle quickly. They are happy and content as they sit and play with the suitable range of toys put out by the childminder. The childminder encourages the children to learn about safety as she explains about road safety when outdoors and they practise fire drills so they know how to get out of the house in an emergency. They also discuss the dangers of approaching unfamiliar dogs. Children go for walks in the local area, go on the bridle path and play at the village parks, so they get plenty of fresh air and exercise which helps promote their wellbeing. They develop a good understanding of the importance of healthy eating as they are offered healthy snacks and are encouraged to taste different fruits. Children are encouraged to wash their hands before eating and after being outdoors to promote appropriate hygiene practices and discuss the importance of brushing their teeth regularly.

The childminder interacts well with children during their play and constantly chatters to them, modelling language effectively to encourage development of

communication skills. They freely approach the childminder and motion that they require assistance in finding the other vehicles. As they look at books the childminder snuggles younger children in and involves them in the story, by pointing to pictures and asking questions. They have fun as they push the balls into the top of the tree and chuckle as they pop out. They plant bulbs and sun flowers in the pots, observe them grow and tend to them, so learning about caring for living things. They go bird watching and explore using the binoculars so they become aware of nature. As children play with the farm they spontaneously make the noises of the animals. They learn to problem solve as they play games such as noughts and crosses and draughts. They learn about number as they sing rhymes such as 'One, Two, Three, Four, Five' and count everyday objects. They become curious and inquisitive learners as they ask why the owl scares the birds and the childminder explains. She encourages them to recycle items and think about not being wasteful.

Children behave well and are encouraged to express their feelings and talk about things if they are upset. They are encouraged to share the toys and have explanations as to why this is beneficial. The childminder aims to be a good role model for the children and constantly praises the children for their efforts, so promoting positive behaviour. Children learn to understand about the wider world as they look at different festivals such as Chinese New Year and make Chinese fans. They take part in local events such as the brass band event and hold a sponsored pyjama party to raise money for specific charities, so children become more aware of others.

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