

Inspection report for early years provision

Unique reference number	EY413167
Inspection date	11/01/2011
Inspector	Mary Wignall

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2010. She lives in the Salford area with her husband and three children aged over the Early Years Foundation Stage age range. The whole of the ground floor and one front bedroom is to be used for childminding. Children also have access to bathroom and toilets facilities. There is a safe rear and front garden used for childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for six children under eight years. There are currently four children on roll with three in the early years age range. The childminder takes and collects children from the local primary schools. She attends the local adult and toddler group and the childminding group. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's sound planning and organisation ensures each child's health and safety. Her sufficient knowledge of the Early Years Foundation Stage ensures most legal requirements are met and children make steady progress in their learning. Links with the local community and partnership with parents ensure children have a wide range of experiences and have their individual needs met. Self-evaluation processes give the childminder an accurate understanding of her provision and are beginning to identify targets for further improvement. The childminder's warm personality and attention to each child means all are included in activities and happy.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain necessary information from the parents about who has legal contact with the child; and who has legal responsibility for the child (Safeguarding and promoting children's welfare). 22/02/2011

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 to cover anything with which a child may come into contact
- have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy appropriately
- use observations and assessments to identify learning priorities and plan

relevant and motivating learning experiences for each child

The effectiveness of leadership and management of the early years provision

The childminder implements sound policies and procedures to safeguard the children. They are informed by appropriate training and include contact details for relevant agencies demonstrating her commitment and understanding to protect children. Her written policy contains good referral procedures, although her knowledge of them is weak, limiting their implementation. The childminder has procedures to obtain all required information from parents, although these are not always completed, limiting their effectiveness to safeguard children. Information about who has parental responsibility and legal contact with each child is not obtained in line with legal requirements. The conducting of risk assessments help keep the children safe in the home, although do not cover all areas the children come into contact with, to ensure they are safe at all times. Risk assessments are undertaken for outings. However, they are not recorded to aid review and evaluation of the children's safety.

A number of general strategies keep the parents informed of their children's experiences with the childminder. The childminder has a good understanding of the benefits of sharing information about the children's learning progress with the parents. She is developing systems to share information using text and photographs to inform and reassure parents of their children's enjoyment and achievements in her care. A daily record book is used to inform parents, other providers and carers of the children's activities to ensure consistency in the children's care.

The childminder is naturally reflective of her practice. She reviews her use of resources ensuring they fully reflect a diverse society to promote the children's understanding of difference. She has a clear vision of areas of her provision she wants to develop. Targets are beginning to be set to secure further improvements in the planning for each child's learning.

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

The childminder plans an enabling environment in which the children demonstrate they feel safe and secure. She ensures the children can easily see and reach toys of interest to them. Her sensitive interaction means they are confident to explore the toys available and share their ideas and achievements. The childminder models good use of the toys and resources. For instance, she shows the children how they can make shapes with the dough. She promotes their thinking as she asks open questions as they play. She plans activities to complement the activities they enjoy at local toddler groups. Observations on the children's learning help her track the children's development, although they are not always used consistently to plan for their learning.

The childminder chats to the children during daily routines encouraging their cooperation and extending their understanding of the importance of safety and sound hygiene practices. They enjoy a wide range of food including fruit and vegetables beneficial to their physical development. The children are active as they ride on small wheeled toys or pretend to ride horses with enthusiasm. They benefit from fresh air and sunshine as they visit local parks. The childminder teaches specific skills, such as, using tools for making shapes in dough to extend the children's enjoyment and coordination skills. The children are confident of the childminder's attention. Getting stuck on a small wheeled toy they use their young voices to indicate they need help. The childminder responds quickly enabling the children to continue their ride with smiles.

The children are learning useful skills for the future as they play. They learn about shape and colour as they roll or press dough into different shapes. They learn about size as they roll different size balls and count how many patterns they have made. The childminder promotes their communication skills as she engages them in conversations. She speaks clearly to the children repeating words they find difficult to say, to promote their learning. The children learn about technology as the childminder shows them how to use a pressing machine to make different patterns and shapes with the dough.

The children show a good attitude to learning as they happily explore their environment and toys. They display a good sense of belonging as they anticipate and cooperate fully with daily routines, such as, nappy changing and hand wiping. They show good self-esteem as they show the model snakes they have made out of dough with pride. They enjoy strong relationships with the childminder and other children. They eagerly welcome each other after sleeping and happily share toys and resources playing together or developing their own games.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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