

Inspection report for early years provision

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Inspection date	10/02/2011
Inspector	Lynn Dent
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 1995. She lives with her husband and adult daughter in the Middleton, Manchester. The whole of the ground floor and the bathroom on the first floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time. She is currently minding seven children, of whom three are in the early years age range and three are over the age of eight years.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group, takes children to the library and to the park.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The outcomes for children are good because the childminder provides effective care to support their welfare, learning and development. The childminder has developed systems to collect some information about children's learning and development from parents. Developmental records are beginning to show children's progress and next steps in some areas of learning. Overall children's good health is protected and promoted. The effective partnerships with parents, the local school and other childcare providers help to ensure continuity and inclusive practice for all children. The childminder has effective self-evaluation systems in place enabling her to accurately identify areas for improvement to her provision.

What steps need to be taken to improve provision further?

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

- improve hygiene routines; this is with regards to washing children's hands before snack time
- improve the arrangements in place to determine children's starting points so their strengths and interests can be fully built upon and continue to develop current assessment systems to ascertain children's achievements and learning and developmental priorities in all areas of learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded due to the childminder's understanding of how to identify, record and report child protection concerns to the relevant authorities.

The childminder carries out detailed and regular risk assessments for the home and garden. She checks the home daily and is vigilant in closing safety gates and checking smoke alarms. Consequently, children play in a safe environment. Further risk assessments for outings and regular trips in the community supported by visual checks on arrival at venues and parks means children continue to be kept safe when away from the home.

The childminder uses her available toys and resources well to support children's play learning and development. Toys and resources are set out so that younger children can make choices about what they play with. Toys for older children and craft equipment are stored so that all children can access these at will. Children benefit because the childminder shows a commitment to professional development by completing training. Good systems including collecting the opinions of parents through a questionnaire help the childminder to reflect upon her provision. This enables her to identify her strengths and address areas for development, thus having a positive impact on the children in her care. The recommendations made at the last inspection have been addressed showing a further commitment to improvement.

A range of written policies and procedures effectively underpin children's welfare. These are shared with parents ensuring they understand the service provided. Clear channels of communication with parents enable information to be exchanged about the children enabling their individual needs to be effectively met. Clear information about the children's welfare and their developmental and learning stage is shared with parents regularly. Keeping them informed of their child's progress. Good partnership arrangements with the local school and other providers ensure consistency is promoted for the children in the childminder's care. The childminder is aware of how to access specialist services to ensure that children with special educational needs are supported appropriately meaning that inclusive practice is promoted.

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

Children have made pictures which are displayed in the bathroom to remind them to wash their hands. This shows they are actively involved in activities to that effectively help them understand the importance of good hygiene. They routinely practice this throughout the day and use paper towels, preventing the spread of infection. However, on the day of inspection the childminder omitted to wash younger children's hands before snack time. Consequently, on this occasion their health was not fully protected. Children develop an understanding of keeping themselves safe as they practice the fire drill. The childminder talks to them about the changing circumstances that pose a risk to their welfare. For example, the additional dangers created by the ongoing road works in the locality when walking to and from school.

The childminder collects some information from parents about the children's stage of development and learning when they first attend. However, this is not sufficiently detailed to enable her to fully build on what the children can already do

and can do. The childminder also uses her own observations to help this process and to plan developmentally appropriate activities for the children. The childminder has made a good start in recording her observations of children at play and during activities. Their developmental records show their achievements and their next steps. However, the records do not cover all the areas of learning and time is needed for this to be addressed. The childminder plans each day so that children have time to play and learn at different venues and in different ways. For example, they attend local groups, play outdoors, have time to initiate their own play and engage in planned activities at the childminder's home. Consequently, children enjoy a variety of experiences which effectively help them make good progress in their learning and development.

Children develop positive behaviour and empathy for others because the childminder promotes this through discussions. For example, they talk about how their friends and the childminder may feel when children are unkind or do not share. Children learn to understand and value those who are different to themselves because they have access to toys and posters that promote positive images of disability, diversity and different languages. The childminder takes younger children to the local Sure Start centre and other places where they can meet and play with their friends. This effectively promotes their social skills, and helps them develop relationships with those they will attend pre-school with.

Children are encouraged to be inquisitive, active learners and to be creative as they paint a draw using a variety of tools. During this time they identify colours accurately. Children use their language well as they explain what they are doing during their imaginative play. The use toys to pretend to have a picnic and sit small world people figures at a toy table. Later they place the figures into a plane counting them accurately as they do so before pretending they are flying to a theme park for a holiday. Children enjoy stories because the childminder sits them on her knee and cuddles them as she reads the books. They have favourite stories such as when a cartoon character came to tea and they finish the sentences accurately because they know the stories well.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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