

Inspection report for early years provision

Unique reference number	316146
Inspection date	11/02/2011
Inspector	Julie Firth

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 2000. She lives with her partner and son, aged 13 years, in Middleton, an area of Greater Manchester. Children have access to the whole of the ground floor which includes the lounge and the kitchen area. There is a fully enclosed rear garden for outdoor play.

A maximum of four children under eight years may attend the setting. There are 11 children on roll. Of these, three children are within the Early Years Foundation stage. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and those who speak English as an additional language.

She is supported by the Rochdale Sure Start development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settle well in a safe and inclusive environment. They make steady progress and the childminder is beginning to plan and observe activities for the children. She is developing positive partnerships with parents and carers and she keeps them informed about what their children are doing. She is beginning to recognise her areas for development. However, self-evaluation is not effective to fully monitor the service and links with the local schools are in the early stages.

What steps need to be taken to improve provision further?

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

- Use more observations and develop planning across all areas of learning
- develop self-evaluation and use effectively to monitor the provision
- further develop links with the outside agencies to monitor children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder ensures that the welfare of the children is fully safeguarded. She demonstrates a suitable knowledge of the signs and symptoms of abuse when questioned and procedures to follow should there be concerns about a child's welfare. She records all incoming accidents and events that occur outside her care. Risk assessments, both indoors, outdoors and on outings are in place and reviewed to ensure that risks to children are minimised. The register is kept up-to-date and records children's actual times of arrival and departure.

The childminder is committed to improve the service she provides. A daily routine promotes children's welfare and meets their individual needs. She has written policies to cover many aspects of her service. Resources and areas are generally organised to give children opportunities to become independent and consolidate their learning.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents to ensure she has a suitable awareness of each child's starting points. Daily communication informs parents of their children's activities. Furthermore, questionnaires are beginning to enable them to comment on the care their children receive from the childminder. However, links with the local school are not fully developed to enable continuity of care and learning. Children attend local groups to enable them to access a variety of events and resources.

She recognises the importance of continuous improvement and she attends workshops and courses to keep her knowledge up to date. Future plans are in place as she is keen to attend future training to enable her to extend her knowledge of planning and assessment. She has implemented improvements since the last inspection. However, systems are not yet in place for self-evaluation to enable her to identify any gaps in the provision.

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

The childminder has a suitable awareness of the learning and development requirements of the Early Years Foundation Stage. Planning is in place but is not fully developed around some areas of learning. She plans for children's next steps and photographic evidence indicates some fun activities. She is beginning to make observations of children's play and records this information in their individual files. Assessments are in place and tracking is developing to enable her to monitor children's progress and share with parents.

There is a great emphasis on settling children which motivates them to eagerly learn as they become familiar with their new surroundings. She encourages them to sit and concentrate whilst playing with small world toys. Their self-help skills are promoted as they help tidy away after the session, cut up fruits during snack time and learn to dress themselves. Children are beginning to gain a knowledge of other cultures giving them an awareness of diversity. For example, children learn about different festivals and eat noodles during Chinese New year.

Children's Communication and language skills are developing as they listen during story time and have access to books. The childminder questions the children and interacts well with them. They also use some writing materials to make marks and are beginning to link sounds to letters. Mathematical concepts are promoted throughout daily routines. For example, they count in familiar songs, problem solve when sorting the wooden blocks and talk about shapes. Furthermore, they

recognise colours. They have some opportunities to engage in meaningful role play and crafts. For example, children enjoy dressing up and playing with dolls. They use a variety of textures, such as, paint, glitter and glue.

Some thought is given to developing children's knowledge and understanding of the world. Children have access to some programmable toys, games and puzzles to encourage discovery and thinking. They have access to bikes and bats and balls to promote their physical skills when the childminder's rear garden is in use. They balance and climb on the large equipment when attending groups in the local community. Babies are able to develop co-ordination and movement as they crawl around the room. She supports them as they learn to walk in her care.

Children's health is promoted and the premises, toys and equipment are kept clean. Regular discussions take place about the importance of washing hands and wipes are used after messy play. This helps to develop their awareness of the concepts of effective hygiene routines. Children enjoy healthy meals and snacks and meal times are social occasions where children practise good table manners. They have access to drinks at all times. From an early age children learn the importance of sharing and taking turns and the childminder is a good role model to the children. The frequent use of praise helps children feel good about themselves. Children are encouraged to keep themselves safe as they practise the evacuation procedure on a regular basis.

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	3
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