

## Inspection report for early years provision

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<b>Unique reference number</b>	500476
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	Sally Smith
<b>Type of setting</b>	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 1992. She lives with her husband and two adult children in Levenshulme, Manchester. The whole of the ground floor is used for childminding along with the bathroom on the first floor. There is a fully enclosed garden available for outdoor play. A step provides access to the childminder's house. The childminder takes children to local parks, shops and schools.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age group. There are currently three children on roll who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years.

The childminder is a member of the National Childminding Association. She has a relevant early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a sound understanding of child development enabling her to effectively support children's welfare and development. She forms positive relationships with parents and other early years settings to ensure that children's needs are met. The childminder continually strives to enhance her practice and improve outcomes for children. Through self-evaluation and reflection, she is able to identify and prioritise areas for further development.

## What steps need to be taken to improve provision further?

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

- ensure that information is obtained about who has legal responsibility for the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 17/03/2011

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

- improve further the record of risk assessments to cover anything with which a child may come into contact.

## **The effectiveness of leadership and management of the early years provision**

The childminder is confident in her knowledge of safeguarding procedures and her responsibilities to report any concerns. She demonstrates a clear understanding of whom to contact so that children are protected from harm. A written child protection policy is shared with parents clearly informing them both of their own, and the childminder's responsibility in this process. The childminder, her husband and adult children have undertaken appropriate vetting procedures ensuring they are suitable to work with children. The childminder is conscious of the need to ensure that the environment in which children play is safe and visually checks these areas daily. She maintains a written record of risk assessments, although it does not identify all hazards that children come into contact with and how these are minimised. Fire drills are practised regularly and as soon as the childminder blows the whistle, children line up ready to evacuate the building. They march outside briskly singing 'The Grand Old Duke of York'. A complaints procedure clearly identifies what parents should do if they have any concerns about the provision. The childminder has obtained new contracts which details who has got parental and legal responsibility for children although this information has not yet been updated. Children play in a well-organised environment and the childminder ensures that a wide and stimulating range of activities are available to meet the age range of children attending.

Effective partnerships with parents and carers are established. The inclusive systems of communication ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the childminder's work. She seeks their views through discussion and questionnaires to determine how satisfied they are with the provision and welcoming suggestions for improvement. She also establishes positive partnerships with other early years settings that children attend, liaising with teachers so that continuity of care and learning is provided.

The childminder evaluates her service, highlighting her strengths and priorities for improvement. She regularly attends training and is due to embark on a quality assurance scheme, 'Manchester Leads Quality'. She seeks the support of local authority advisors to visit her home, assess the care and learning taking place and respond to any suggestions made for further improvement. She takes her role as an early years educator very seriously and is keen to improve her knowledge and skills in all areas of child development.

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

The childminder has a sound knowledge of the Early Years Foundation Stage and plans activities to build on individual children's interests and skills. She provides a stimulating environment in which children thrive. The childminder plans effectively and imaginatively to make learning practical in nature and inspiring to all children in her care. Learning and development is good because she provides a helpful blend of directed activities with plenty of free choice for children to devise their own tasks.

Children make good progress because they are looked after well, interactions with the childminder are effective and links with parents and carers are productive. Parents complete a profile about their child, providing a framework on which the childminder can build to support their learning and development. She observes children in their play, assesses the learning taking place and plans for the next steps in this process, devising new tasks and activities that match children's individual needs. This information is recorded in individual learning journeys. The childminder provides tailored guidance about ways parents and carers can support their children's learning across different areas.

A wide range of innovative activities and outings serve to broaden children's experiences and enrich their learning effectively. For example, they discuss colours and smells when visiting a florist and oral hygiene at the dentists. They take various items to the recycling bank and learn why this is important. Children regularly take a camera with them to record their adventures and place the photographs in albums. They enjoy looking at these to recall and remember the fun times they have had. The childminder organises specific topics and themes, for example, children enjoy planning their holidays. They make maps of their destinations, visit a travel agent's to look at brochures and design their own passports and luggage labels for their suitcases. Children's creativity is successfully nurtured and a wealth of opportunities are provided to support this area of their development. They make streamers out of ribbon to swish in the wind, make their own play dough and explore how new colours are made by mixing paint. Children learn about symmetry as they make butterflies, painting their designs on one half of folded paper and then opening it up.

The childminder provides healthy snacks and meals and children thoroughly enjoy all aspects of food preparation. For example, they use a cutter to core and slice apples, they bake cakes and a particular favourite is making lasagne. Food is made appealing and fun as children make faces with the fruit and vegetables on their plate. Some parents choose to provide lunches and the childminder is fully aware of her responsibility to promote healthy eating. She would not hesitate to advise or suggest alternatives if parents provide unhealthy processed foods high in salt and sugar.

Equality and diversity is promoted through explanations and a range of activities that raise children's awareness and encourage their sensitivity towards the needs of others. She accesses familiar words for children to use whilst in her care and to

share with other children to broaden their awareness of the different languages spoken. Children participate eagerly and with great enjoyment in everything they do.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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