

Inspection report for early years provision

Unique reference number	505090
Inspection date	10/02/2011
Inspector	Kath Harding

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1998. She lives with her husband and two adult daughters in Oldham, Lancashire. The whole of the downstairs of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and preschools. The family has no pets.

The childminder is registered to care for five 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 the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

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. She has good relationships with parents and she understands the benefits of partnership working in the wider context. 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:

- improve the two way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- ensure the systems to record the details of arrival and departure times of visitors are in place.

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 all people living in the house are vetted. However, there is no system in place to record visitors' times of arrival and departure. The childminder is vigilant and places high priority on children's safety. Risk assessments are in place for the childminder's home, garden and outings.

The childminder has a secure knowledge of the Early Years Foundation Stage and

implements this effectively to promote outcomes for children. She undertakes regular observations of children's progress and this links into planning for individual children's next steps. She creates a welcoming environment where resources and toys are accessible for children, helping to promote their independence.

The childminder understands the benefits of liaising with other providers to promote learning and consistency for the children attending. 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.

The children enjoy continuity of care because the childminder works closely with parents but does not as yet involve them in practical ways to support their child's learning and development. She provides parents with information so they know all about their child's day. She encourages them to view the children's developmental books containing observations and photographs of the activities they have been involved in. The childminder's policies and procedures which underpin the service offered are given to all parents.

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

Children are content and settled in the childminder's appropriately organised home where they freely move around. The childminder encourages the children to learn about safety as she explains about road safety when outdoors and talks about the importance of wearing seat belts. Children practise fire drills so they know how to get out of the house in an emergency. Children go for walks in the local area, to the shops and markets and play at the park, so they get plenty of fresh air and exercise which helps promote their well-being. They use the large play equipment and ride on toys outdoors to help develop their physical skills. They develop a good understanding of the importance of healthy eating as they are offered fruit and bread sticks for snack time. They are encouraged to wash their hands after using the toilet and before eating and use individual hand wipes or hand gel to promote good hygiene practices.

Children are forming secure attachments with the childminder, which promotes their emotional development well. The childminder uses lots of praise and encouragement with the children, so enhancing their self-confidence and self-esteem. Children bang the wooden spoon on the table and explore in the treasure baskets which contain natural resources such as crinkly paper and brushes. They confidently ask for help when trying to get the dressing up outfits on. They have fun as they get dressed up in different costumes and the childminder takes photographs of them, so making them feel valued. They grow cress seeds and sweet peas, watch them grow and tend to these, so learning about caring for living things. As they paint the butterflies they are amazed at the symmetry as they fold the card. They listen to nursery rhymes in the background and move spontaneously to the music and sing 'Three blind mice'. They are beginning to show a good awareness of responsibility within the setting as they tidy up the toys

before they get something else out.

Children's understanding of appropriate behaviour is increased as they are encouraged to share the toys and think about who had it first. They behave well as the childminder explains why they should not do something and encourages them to take turns with the resources. Good manners are encouraged. Children learn to value and respect others as they look at Australia Day and make maps with kangaroos and koalas. They look at Chinese New Year and do related activities which help them to begin to understand about the wider world. They take part in sponsored events such as 'The Sponsored Toddle' to raise money for others. They visit local amenities regularly such as toddler sessions, the library and Sure Start centres so that children learn about their local community and learn to socialise with 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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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