

Inspection report for early years provision

Unique reference number	505021
Inspection date	15/02/2011
Inspector	Shirley Monks-Meagher

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 has been minding children for over 25 years and was registered in 1984. She lives with her husband and their small pet dog in the Royton area of Oldham. The whole of the ground floor is used for childminding purposes with toilet facilities on the first floor. A secure garden is available for outdoor play. Access to the premises is via a steep step.

The childminder is registered on the Early Years Register to provide care for a maximum of six children at any one time, three of whom may be early years children. There are currently three children on roll, one of whom is in the early years age range and attends before and after school. The childminder also makes provision for older children, as she is registered on both the compulsory and voluntary parts of the Childcare Register. She operates her service Monday to Friday, before and after school, during term time only. She gains support and training through the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make steady progress in their learning and development because activities are based on their interests and build on their achievements. The positive relationships established between the childminder, the parents and other adults involved in children's lives ensures continuity in children's experiences and their needs are met consistently. The welcoming environment fosters an understanding and respect for similarities and differences and recognises the uniqueness of each individual. The childminder reflects on her practice, demonstrating a positive capacity for continual improvement.

What steps need to be taken to improve provision further?

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

- develop the information recorded on the children's daily attendance record; for example, actual times of attendance rather than contracted times and their surnames
- review risk assessment records on a frequent basis to meet children's and the provision's changing needs
- develop the self-evaluation systems so that identified areas of development are prioritised to target continual improvement.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of the Local Safeguarding Children Board procedures and her confident knowledge of what raises child

protection concerns and her role and responsibilities if such concerns arise means children's welfare is effectively safeguarded. The childminder offers good supervision and ensures the environment and resources are safe through regular checks. However, she does not review her risk assessments on a regular basis to ensure they meet any changing needs and children's attendance information, although recorded, is not specific. Emergency evacuation plans are clear and are practised with the children fostering their understanding of what to do in a fire. The childminder maintains the necessary first aid training and deals with accidents and illness appropriately, keeping the required records.

The childminder has organised her play spaces satisfactorily. She provides children with sufficient space to engage safely and comfortably in activities and gives them opportunities to make choices in their play and learning through accessible toys, books and resources. Toys and resources positively reflect our diverse society helping children raise their awareness of similarities and differences. Daily opportunities for children to play and learn in the fresh air are provided in her garden and on walks to and from school. Strong relationships with parents are in place and information is shared effectively through a number of ways. For example, notices displayed, verbal exchanges with parents and school and children's learning journey files. This ensures consistency and continuity for children and enables their needs to be met.

Self-evaluation of her provision and practice is in the early stages but is beginning to identify areas for improvement. These are not yet prioritised to target future improvement. However, the childminder reflects and makes changes as part of her daily practice. For example, re-arranging resources to make them easier for children to access and systems to work with the school so she can best promote and complement individual children's progress. She is proactive about her own professional development and frequently attends training on topics, such as, diversity and inclusion and the common assessment framework which are improving her practice and outcomes for children. Since her last inspection she has increased the opportunities for children to learn through their senses and improved their well-being by ensuring required consents are in place.

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

Children make sound progress in their learning and development, because the childminder provides a range of interesting activities based on their interests, what they are learning in school and her own observation and assessments. For example, she provides an interesting range of media and suggests the children might like to make Valentine's cards. The children discuss their ideas and collectively decide to make a card for their childminder. They develop their imagination, problem solving and communication skills as they work together in harmony to create a large Valentine's Day card. Older children help the younger ones but do not take over, respecting their ideas and efforts.

The children are happy, relaxed and secure in the childminder's care and home. They enjoy a warm and affectionate relationship with the childminder and enjoy a

cuddle and reassurance when they are a little anxious. These trusting relationships foster children's sense of safety and give them a sound base from which to explore and learn. She interacts well with them, spending time with them, responding positively to their requests and questions which ensure they feel valued.

Consequently, children are well behaved and polite. They are sufficiently challenged in their learning as the childminder asks them open-ended questions, which enhances communication skills, such as, listening and challenges them to think things through. Their independence is fostered by the childminder who involves them in decision making and encourages them to try for themselves and take responsibility. For example, when they each decide what they will have for snack. They select different fruits and either peel their bananas and tangerines themselves or prepare grapes in a small bowl or bite into apples. When they have finished the children dispose of the peel and cores appropriately or take their bowl to the kitchen. They help themselves to water from the drinking machine when they are thirsty. They are developing skills which prepare them for their future lives.

Children make steady progress towards the early learning goals during their time with the childminder. She knows them extremely well, tracking their progress across all areas of learning through observation and assessment and identifying how she can best support them to embed their learning or move forward. For early years children who now attend school, she shares information with their teachers to provide consistency and continuity for them. For example, when she is helping children to form the letters of their name, she ensures she is following the school style because she has consulted with them.

Children learn about a healthy lifestyle, they have lots of opportunities to be active in the fresh air and develop good coordination skills as they play with both large and small equipment. The childminder liaises carefully with parents to ensure she is aware of each child's dietary needs. She promotes healthy eating well and children's preference for healthy options is clear in the free choices they make at snack time. Children's personal hygiene routines are sensitively and effectively reinforced by the childminder.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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