

Inspection report for early years provision

Unique reference number	301171
Inspection date	16/02/2011
Inspector	Sue Heap

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).

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 1996. She lives with her husband and two adult children in Chadderton, Oldham close to shops, parks, schools and public transport links. The whole of the ground floor and the bathroom are used for childminding. There is a small enclosed play area to the front of the house. The family has a dog and two cats.

The childminder is registered to care for a maximum of three children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding three children in this age group. The childminder is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities.

The childminder collects children from the local school. The childminder has an early years qualification to Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in relation to their starting points and capabilities because the childminder has a good knowledge of their individual developmental needs and interests. As a result, children are valued and their health, care and well-being are met well. Most aspects of safety are of a good quality and standard, although some require further development. Most aspects of partnership working with parents and other settings which children attend are progressing well. The childminder has a sound understanding of her strengths and weaknesses. As a result, she successfully identifies areas for development to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the planning systems to ensure confidence in its delivery and to ensure each child's next steps in their learning are successfully planned for
- implement a system to monitor children's progress towards the early learning goals to ensure that any gaps in their learning are identified
- develop links with other settings that children may attend to ensure that each child receives a challenging and enjoyable programme of learning and development
- develop ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their individual needs

- practise regular fire evacuation drills and record the details in a fire logbook of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a strong knowledge and understanding of how to safeguard children; she keeps her knowledge up-to-date through attendance at relevant training courses. This is supported by written policies and procedures to follow should she have any concerns about a child in her care. Regular risk assessments of the home help to keep children safe. However, fire drills are not practised at regular intervals. This means that children do not fully have the opportunity to develop an understanding of what to do in an emergency situation.

The childminder demonstrates a sound commitment to develop her practice and to identify areas for further improvement; she has successfully sought advice from the local authority early year's team to achieve this, such as developing her observation and assessment systems. Recommendations made at the last inspection have been successfully completed and have improved children's care, welfare and safety.

The childminder strives to build positive relationships with parents. This is achieved through the gradual admission process, where children and parents stay for short periods of time. A range of written information, such as, policies and procedures are available for parents. She keeps parents up-to-date with their children's progress through daily verbal discussions and through sharing children's learning journeys with them. The childminder demonstrates a sound understanding of when and how to work in partnership with other settings which children may attend. However, systems to involve parents in contributing to their children's learning and development and links with other settings are in their infancy.

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

Children enjoy a good range of activities which help to promote their health and well-being. They enjoy a healthy balanced diet which includes home-made meals containing fresh ingredients, such as fruit and vegetables. Through planned practical activities, such as, baking, children learn about the characteristics of liquids and solids and how different materials change. They recall excitedly how they made banana cake the day before and carefully list all the ingredients and what they did. They show disappointment when they say they could not eat it straight away, because it was too hot; they take great pleasure in eating it for their morning snack the next day. They show a good understanding of how to maintain their personal hygiene and develop self-care skills through the daily routines. For example, they wash their hands after messy activities or before eating and fasten their coats before they go outside.

Children have daily opportunities to enjoy fresh air and exercise either on their

walks in the local community or visits to local park.

Children feel safe and secure and move confidently around the childminder's home as they make choices in their play. For example, toys and equipment are stored in transparent boxes which are clearly labelled in print and with a picture. They form friendships with other children and good relationships with the childminder and her family. They behave well and negative behaviour is challenged appropriately with consideration given to children's age and stage of development. For example, when a child takes a toy off another child. As a result, children learn about sharing and that some actions can upset others. Children's efforts and achievements are recognised, which develops their self-esteem and confidence. For example, as children successfully count the numbers from 1 to 10, recognise number shapes, such as, four or use mathematical language in their play. They show interest in toys with simple mechanisms and begin to learn how to operate them. For example, they watch in fascination as they make a motorised car move along the floor, listening carefully to the modern noise it makes.

The childminder has a strong knowledge and understanding of each child in her care, their individual likes, dislikes and interests. She has made a good start on completing a summative assessment for each child, identifying their next steps and written observations of their play. These securely link to the six areas of learning. However, these are in the early stages of development and do not clearly show how children's next steps in learning are planned for, or where there are any gaps in their learning. Children are interested in and enjoy their play experiences; they enjoy rolling play dough using different tools and equipment, talking about the colour of the dough and glitter and texture. They use their imaginations well as they build a castle with bricks and talk about the witch who lives there. The childminder uses her observations of children's play to introduce new language, such as wizard. By asking questions, she encourages children to recall and share their experiences of castles they have visited on their holidays.

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	3

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	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

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

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