

Inspection report for early years provision

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Inspection date	08/02/2011
Inspector	Carys Millican
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 June 2001. She lives with her husband and their two children aged 10 and eight years in the Walkden area of Greater Manchester. The whole of the ground floor of the childminder's home are used for childminding. There are toilet facilities on the ground floor. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered to care for a maximum of five children aged under eight years at any one time, no more than three of whom may be in the early years age range. There are currently four children on roll, who are in the early years age group. The childminder walks to school to take and collect children. She has use of a car to transport children on outings and school runs. The family have two dogs, two rabbits and five chickens which children may have supervised access to.

The childminder holds a Cache National Vocational Qualification level 3 in Early Childhood Studies and holds a Foundation degree in Early Years. She is a member of the National Childminding Association and is a member of Salford Childminder Network. The childminder is an accredited childminder providing funded nursery education for three and four-year old children. She is also a link support childminder for newly registered childminders. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children thrive in the care of this exceptionally well qualified and experienced early years practitioner, who makes sure children experience stimulating and interesting play opportunities so they make excellent progress in their learning and development. Children are happy, contented individuals who play in an inclusive, warm and welcoming, secure learning environment and they truly benefit from the one-to-one support they receive from the childminder who knows each child's unique attributes to ensure that their individual needs are consistently met. Documentation is for the most part met to ensure children's safety and an extensive portfolio of policies and procedures are implemented effectively to ensure the smooth running of the childminding practice. Some of the risk assessments for outings are missing, therefore a breach in the specific legal requirements of the Early Years Foundation Stage has been made under Safeguarding and promoting children's welfare. Children benefit from the exceptional relationships established with their parents and the invaluable sharing of information which contributes to children's continuity of care. The childminder has made a successful start to the evaluation of her everyday routines and practices so that she continues to provide high quality care for all children.

What steps need to be taken to improve provision further?

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

- complete risk assessments for each type of outing undertaken by the children (Safeguarding and promoting children's welfare). 22/02/2011

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

- explore further self-evaluation to consider all areas of practice to identify strengths and areas for development for the continuous improvement in provision for children.

The effectiveness of leadership and management of the early years provision

Children are protected and kept safe and secure in the care of this experienced early years practitioner. The childminder has an excellent understanding of her role and responsibility for safeguarding children and the procedures to follow should she have any child protection concerns. Documentation to ensure children's safety on the premises is meticulously maintained. Robust risk assessments are completed for all areas children access, both indoors and outside. These records are reviewed, dated and signed, clearly identifying any hazards and any action taken. However, although the childminder has completed risk assessments for some of the outings undertaken by children, they have not been completed for each type of outing. Therefore, she is in breach of the specific legal requirement of the Early Years Foundation stage. The childminder makes sure safety equipment and safety procedures are implemented and effectively used to help prevent accidents. Exterior doors and garden gates are kept secure so that children cannot leave the premises unsupervised. Children are supervised in the garden. They hold the childminder's hands when climbing the garden steps to see the rabbits and chickens. The children benefit immensely from the childminder deploying resources effectively to support their needs. For example, the home and resources are attractively laid out to enable freedom of movement and accessibility. Children have access to a variety of good quality toys and activities throughout the spacious rooms of her home. These positively meet children's interests and contribute to their ongoing development and learning.

The childminder is well organised. She has compiled a comprehensive portfolio of policies and procedures and a wealth of information is available for parents. The childminder has made a good start to the self-evaluation process. She has a very positive attitude towards this and requests suggestions from parents regarding her practice to inform this document. The childminder has made improvements to her practice since she was last inspected and previous recommendations have been met. Through discussion she is aware of her strengths and areas for improvement.

The childminder is highly qualified. She holds a Foundation Degree in early years and she is committed and dedicated to continually improving her own knowledge and understanding. The childminder has attended a number of training courses and she has compiled a detailed action plan of training for the year ahead.

Children benefit from the outstanding relationship established with parents. Parents express a high regard for the care and service the childminder provides for them. They state how 'the children like attending' and how she provides a 'stimulating environment' and how they 'have seen improvement in their children's communication and language skills'. On registering, parents complete detailed record sheets, which detail all the individual information required regarding children's welfare and care needs, interests, development and preferences. This information is used to inform planning on starting. Information is also shared verbally on collection. Parents are effectively involved in their children's learning. They are provided with information about how they can help with their children's learning and they regularly add comments in children's individual progress records. Through discussion the childminder is fully aware of the importance of partnership with other professionals and settings children attend.

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

Children enjoy themselves and have lots fun in this warm and welcoming environment. They confidently help themselves to the excellent resources that are easily accessible and meet their interests. The childminder has an excellent understanding of the Early Years Foundation Stage and effectively promotes active learning. She ensures a reasonable balance of adult-led and child-initiated activities are provided. Planning is flexible and incorporates seasonal activities and events. The childminder follows the children's lead and skilfully reinforces learning and challenges children as they play to extend their learning. Children are making excellent progress in their development. The childminder gathers vital information about children's starting points from parents, and completes simple but effective observations and assessments to determine how well children are progressing. The next steps in children's learning are identified to inform future practice and progress is clearly linked to the Early Years Foundation Stage guidance and developmental milestones. Children's progress is recorded and shared with parents regularly in detailed reports.

The childminder skilfully extends children's language and communication skills as they play. She has developed a close bond with the children in her care. They are very well behaved and extremely confident to ask for alternative toys and activities. Children enjoy imaginative play with the decorative grocers shop. They name the play food vegetables and fruit and pretend to pay using money and credit cards. Children match, sort, count and compare the grocery items. Children enjoy looking at books and play matching games with home-made laminated resources. They collect the numbers from the toy tree and recognise shapes and colours. Children learn about other cultures and celebrate different festivals such as Chinese New Year. Children make lanterns and create colourful dragon displays. Their understanding is supported by looking at books and dressing up in Chinese

costumes. Children also play with dolls in traditional dress. Many play opportunities, resources, books and creative activities are available that help children learn about the difference and diversity of the world around them. Children thrive on the childminder's positive behaviour management strategies, encouragement and continual praise.

Children's individual health and hygiene practices are extremely well promoted. They learn about healthy eating through discussions with the childminder as they play and when eating. Children explain what types of vegetables are contained in their lunchtime meal and they describe what fruit they have bought from the shop. The childminder provides nutritious home-made meals and fresh fruit snacks. She provides parents with detailed menus and follows children's dietary requirements. Children help themselves to labelled drinking containers which are accessible to them at all times. Children learn to care for living things and the environment. They learn to recycle waste products and, during the Spring and Summer months, children grow their own strawberry plants. Children learn how to care for the pet chickens and rabbits and talk to the childminder about what the animals like to eat. Children learn excellent hygiene practices. They understand why they should wash their hands and competently do so following daily routines. Children use paper towels to dry their hands and clean their teeth after eating meals. Children learn about keeping themselves safe. They understand what to do in an emergency by taking part in regular fire drills.

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	1
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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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