

Inspection report for early years provision

Unique reference number	EY347284
Inspection date	03/03/2011
Inspector	Anne Drinkwater

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.

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Description of the childminding

The childminder was registered in 2007. She lives in the Broughton area of Salford and currently cares for her three grandchildren aged one to four years. The whole of the ground floor is used for childminding with bathroom facilities on the first floor. There is a secure rear garden for outdoor play. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over eight years to 11 years. In total there is one child on roll. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has an National Vocational Qualification Level 3 in childcare and 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's individual needs are met well due to the childminder's efficient multi-agency working and organisation. Children enjoy their time, feel secure and are making good progress in their development. The childminder has a good understanding of the Early Years Foundation Stage but is still developing various methods of recording the next steps in their progress. Her commitment to professional development is demonstrated by her plans for further training to improve outcomes for children. Self-evaluation processes are in their infancy, but the childminder verbally gives an accurate picture of her strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- build on the existing partnerships with parents to share their children's initial starting points and contribute to the ongoing observations of their children's learning to fully support and inform planning for the next stages in children's development
- develop further systems for conducting risk assessments for outings
- continue to develop systems for on going self-evaluation to ensure strengths and areas for improvement are clearly identified and consider ways to seek parents and children's views in order for them to contribute to the setting's self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding issues. She has a confident understanding of the possible signs of abuse and understands the benefits of sharing a clear written safeguarding policy with parents to fully protect children. She ensures her knowledge is up to date by attending relevant training. The children participate in regular fire drills and the home is safe due to her risk assessments, however the risk assessments for outings do not hold all the required details.

The very good partnership with other agencies involved with the children means the childminder has a good knowledge of the children she minds. She uses the information gained to make sure their individual welfare needs are met and the children are fully welcomed in the home. Documentation is recorded well and shared with parents who sign where required, such as accident entries and prior permission for emergency medical treatment. Parents are aware of all the required policies and procedures and the parent poster, registration certificate and a wealth of other useful information adorn the walls. Parents receive daily verbal feedback and children's portfolios containing observation, photographs and samples of the children's work relate to the children's development; however the childminder has yet to set up systems for parents to become fully involved in their child's learning. The childminder's commitment to equality and diversity is shown in her positive attitude, posters and resources that reflect positive images of a diverse society and the planned activities to extend children's understanding of the wider world.

The childminder has a positive attitude to 'getting it right' which indicates her ambition to provide the best care she can for children. The childminder acknowledges how the past recommendations impact positively on outcomes for children and all these have been put into place.

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

The children are fully supported by the childminder's skilful interaction. They play in a homely environment in which they are becoming confident to independently access toys and resources. The childminder is keen to help children consolidate learning. Her good knowledge of the Early Years Foundation Stage ensures the children make links in their learning and make good progress in all areas of learning. Children's achievements are shown in their individual files with observations, samples of their work and photographs. They clearly show children's progress, although, they do not always show how observations have been used to plan the next steps of children's learning or to track their progress towards the early learning goals.

The childminder models an enjoyment of learning. She challenges children's thinking, asking open questions encouraging them to practise their language skills. She helps children identify items and resources through the use of pictures and

labels, thereby promoting choice and independence. Her enjoyment of talking and sharing of family experiences results in the children being confident and included. The children enjoy a range of outings to childminding groups, parks, soft play, museums and the aquarium. This contributes to learning about the wider world and opportunities for socialising with others. Consequently, children thrive during their time spent with the childminder, who is dedicated to offering a high quality service which impacts positively on the children.

The children show a good sense of belonging as they move confidently and happily in the setting. Through their interaction with other children, well-thought-out activities, numerous natural resources and her vivid imagination the childminder helps the children develop confidence and self-esteem, which will equip them with useful skills for the future.

The childminder encourages the children's early writing skills by developing their relevant physical skills as they manipulate pens and paint brushes. Children fully benefit from the range and choice of resources, both indoors and outside, which promote all six areas of learning. This significantly supports children to become active and enthusiastic learners. The childminder understands the needs of children well, and ensures they have plenty of appropriate and stimulating activities to motivate and maintain interest. The outdoor area is an imaginative wonderland, created for children to be creative and energetic, the dinosaur skeleton peering over the fence gives many hours of enjoyment as he was put together bone by bone, the bottles hanging on the line are regularly refilled with water to make different musical notes, the den made with straw bales, accessed by the rope ladder gives many opportunities to climb, stretch, use their imagination or find a quiet haven to look at books. The childminder supports children to develop skills in numeracy, literacy and information technology, which contribute to their economic well-being. Children shadow actions and are able to use simple technology, so beginning their skills in information technology. They enjoy being able to explore textures and early mark-making is encouraged when painting the trees outdoors with large brushes and water.

The children are developing a good understanding of how to stay healthy and personal hygiene routines. By example and the many posters on display the children routinely clean their hands, on occasion correctly supervising others sensitively to extend the children's understanding and independence. Their understanding of healthy eating is developing as the childminder understands and respects the parents' and children's individual preferences. Full dietary information is gathered and requirements are known, using this information she builds on the children's likes to encourage tasting and enjoyment of a wide range of fruit and organic foods. They are learning about keeping safe through gentle reminders and are learning lovely manners, which will support them in the future.

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	3
The effectiveness of partnerships	2
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