

Inspection report for early years provision

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Inspection date	28/02/2011
Inspector	Cathryn Parry
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 1992. She lives with her husband in the residential area of Ashton-under-Lyne in Tameside. The whole of the ground floor, except for the front room, and the bathroom on the first floor of the childminder's home are used for childminding. There is a fully enclosed garden for outside play. She has two dogs as pets. The childminder cares for children on weekdays from 8am to 5pm for 47 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years and is currently minding no children in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has started to establish links with the local school where she drops children off.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a warm and friendly welcome to all children and their parents. She demonstrates a positive attitude to providing an inclusive environment. The wide range of planned and spontaneous activities offered ensure all children have good opportunities to make progress in their learning and development. The organisation of resources is being reviewed and relationships with other practitioners are in their infancy. The childminder links with an early years professional from the local authority, who visits her in her home, to ensure continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- improve the organisation of resources in order to make them easily accessible to children
- improve systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting.

The effectiveness of leadership and management of the early years provision

Children are protected well as the childminder has a secure understanding of safeguarding issues. Regular risk assessments, both indoors and out, minimise the chance of accidental injury effectively. The childminder has been caring for children for many years and continues to attend relevant training. This has a

positive impact on the high quality of care provided. There are a wide selection of resources which are stored in clearly labelled boxes. However, these are not effectively organised to promote free choice and independence.

Positive relationships with parents help to ensure children's individual needs are met. Children make progress as the childminder talks to parents to ensure she has a good awareness of their routines, likes and capabilities when they start. She has a secure knowledge of the advantages of liaising with other professionals to meet children's individual needs. The childminder is endeavouring to make links with other practitioners where care and education is accessed in more than one setting. However, systems to do this are still in their infancy, which makes it difficult for her to complement activities enjoyed in different provisions.

The childminder clearly reflects on the learning and development opportunities she provides. She gains feedback from parents to give her a broader view of the service she offers. This enables her to tailor the experiences she provides to those currently attending. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on promoting children's well-being and on all documentation being stored confidentially.

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

The childminder has a good understanding of the Early Years Foundation Stage and implements it well. The wide variety of experiences offered ensures each of the areas of learning is effectively covered. Children enjoy their time with the childminder and are eager to participate in the variety of activities provided. They are learning right from wrong and are starting to take responsibility for their own actions. Positive role modelling by the childminder and appropriate resources encourage children's growing knowledge of equality and diversity. Effective use is made of the local area, giving children a breadth of opportunities. These include visiting the fish farm and the post office. The way that the childminder listens to children encourages them to be good communicators. They show an awareness of shape as they complete jigsaws and have a growing awareness of numbers as they count during everyday play. The childminder regularly extends activities, for instance, when children collect leaves and make collage pictures with them. This inspires children to be creative and increases their knowledge of the natural world. They use information and communication technology to develop their skills for the future. An example of this is when they use remote control vehicles.

Children make good progress and have fun, as the childminder plans activities and experiences with regard to their interests and capabilities. Regular observations are recorded in children's individual files. These are linked to the areas of learning and identify the next steps in children's development to inform future plans.

Children are kept secure through good procedures for entry to the childminder's home. Routines, such as, tidying away toys from the floor, encourage children to take responsibility for their own safety. They flourish as they access good opportunities for physical play, including negotiating large climbing equipment at

the park. Parents provide the meals for their children. However, the childminder encourages healthy eating by offering fruit at snack time and giving children opportunities to taste different foods. She maintains good standards of hygiene and cleanliness in her home. Consequently, children can freely play in a clean environment. Children are beginning to understand simple health and hygiene practices. They use wipes to clean their hands before snacks and have individual towels in the bathroom. Clear records are kept in respect of accidents and medication and these are shared with parents. All relevant documentation with regard to health, including specific dietary needs and consent forms, are in place and up-to-date. These positively safeguard children's well-being.

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	3
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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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