

Inspection report for early years provision

Unique reference number	312187
Inspection date	01/03/2011
Inspector	Cathryn Parry
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 was registered in 1997. She lives with her husband and two daughters aged 11 and 14 years in the residential area of Droylsden in Tameside. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. She has two rabbits as pets. The childminder cares for children on weekdays from 7.30am to 6pm for 42 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding seven children in this age group. She also offers care to children aged over five years and is currently minding two 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 collects children from the local school where she has established links with the staff. The childminder attends several toddler groups on a regular basis and helps to run one of them.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel secure as the childminder provides a welcoming and safe environment. She ensures all children are included. The wide range of resources gives all children the opportunity to make good progress in their learning and development. Systems for involving parents in the assessment process are developing. The childminder evaluates the learning and development opportunities she provides to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- improve systems to involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding procedures. Consequently, children are well protected. Risk assessments take place on a daily basis within the childminder's home and for any outings undertaken. These effectively reduce the chance of accidents occurring. The childminder shows a commitment to furthering her childcare knowledge by attending a wide range of training. Children are able to explore confidently using high quality resources, which are easily accessible and are appropriate for their age and stage of

development.

Good parental involvement is highly beneficial to the continuity of care that the children receive. The childminder ensures they are fully informed of the activities their children have enjoyed, verbally and with a written diary. She welcomes relationships with other professionals to ensure individual needs are met. Good systems are in place to ensure effective communication takes place between the childminder and other practitioners. This nurtures continuity and cohesion where children receive care and education in more than one setting.

The childminder links with other childminders and clearly reflects on the service she provides. This enables her to tailor the experiences she makes available to meet the needs of those currently attending. She gains feedback from parents to give her a broader view of the service she offers. The recommendation raised at the previous inspection has been positively addressed. This has a favourable impact on preventing the spread of infection.

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

The childminder has a secure understanding of the Early Years Foundation Stage and implements it well. Practical, worthwhile daily activities provide very good opportunities for the children to develop skills in each of the areas of learning. Children are happy, settled and relate well to the childminder, as she joins in with their play. They develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources, which promote a positive outlook of the wider world. Children have opportunities to learn through their senses as they explore melting ice, jelly and the texture of the grass outside. The childminder uses good body language and facial expressions with younger children, which encourages their communication skills well. All children have opportunities to count, classify and match the correct number of objects during fun games. A variety of creative activities including painting, making snowmen out of soap and blowing bubbles, promote children's self-expression whilst having fun. Children develop their skills for the future as they access interactive resources and carefully chosen computer games.

The childminder plans activities and experiences that meet the needs and interests of all the children. She tracks children's progress towards the early learning goals by recording observations of the children in their individual learning journeys. Systems for involving parents in the ongoing observation and assessment process are not fully developed. This has a slightly negative impact on the childminder monitoring children's achievements.

Children have a growing knowledge of how to keep themselves safe from harm. Examples of this are where they are encouraged to walk on the inside of the pavement and enjoyed a visit from the fire brigade. Large windows in the playroom enable children to benefit from natural light whilst playing indoors. Children develop and test their physical skills through stimulating daily indoor and outdoor experiences. An example of this is where they access the wide range of

resources in the childminder's large garden. They enjoy a variety of activities that contribute to their growing knowledge of good lifestyle habits. These include planting and nurturing strawberries, tomatoes and potatoes. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. Meals provided include fruity chicken curry, steamed vegetables and baked potatoes. Children are learning good personal hygiene through consistent routines and positive role modelling. A clear sickness policy offers parents information about exclusion periods for children who are unwell, ensuring children are not placed at risk of infection and illness. 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	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	2
The effectiveness of partnerships	2
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
--	---

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

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
--	-----