

Inspection report for early years provision

Unique reference number	312231
Inspection date	28/02/2011
Inspector	Jan Linsdell
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 and adult son. The family live in Denton in Manchester, close to schools, shops and the library. The whole of the ground floor and upstairs bathroom is used for childminding purposes. There is a secure garden available for outdoor play. Family pets include a cat and a rabbit.

This childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under the age of eight years at any one time. She is currently minding seven children, three of whom are within the early years age group. Children attend on a full-time or part-time basis. The childminder is a member of the local childminding network. She holds a relevant early years qualification at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and enjoy attending. They make good progress in their learning and their individual needs are well met. Partnerships with parents, carers and other providers are effective and benefit the children's care. All required documentation to promote children's welfare is available and well organised. Some effort has been made to evaluate the quality of the setting and recommendations from the last inspection have been fully addressed. The childminder demonstrates a strong capacity to improve.

What steps need to be taken to improve provision further?

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

- improve further the reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of how to protect children from harm. She has recently updated her knowledge of procedures by completing a safeguarding course on-line. Parents are informed of her responsibility for protecting children and they receive a copy of her safeguarding policy. Risk assessments of the premises and outings are thorough and ensure children are kept safe in and away from the home. All required documents to promote the safe management of the setting are well organised and well maintained. The childminder has made some effort to evaluate her service by completing the Ofsted self-evaluation form. However, information is somewhat brief and lacks

clear targets to further enhance outcomes for children.

The childminder has been minding children for many years and they clearly benefit from her experience and enthusiasm. She is fully committed to the children and strives to do her best for them. She keeps her knowledge and skills up-to-date by attending regular training, meeting with other childminders and liaising with the early years advisor. The environment is very child-centred and welcoming and the toy room is extensively equipped with a huge range of resources to support children's learning. The rear garden is a spacious area where children can enjoy playing outside in the fresh air.

The childminder actively encourages children to value and appreciate diversity. She has a very good selection of resources to help children learn about race, culture and disability. She understands how to work in partnership with other providers to promote continuity and she offers activities that complement and extend children's learning. She engages really well with parents and carers and regularly shares information about children's achievements. The use of daily diaries and the sharing of various written policies ensure parents are fully informed. Positive comments from parents highlight the good standard of care provided.

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

Children are very settled and confident in their environment. They form close relationships with the childminder, which enables them to feel safe and secure. They learn about safety issues, for example, when talking about road safety on outings or when practising fire drills. Healthy lifestyles are positively promoted. The childminder offers a variety of healthy snacks, such as, fresh fruit. She encourages children to follow good hygiene practices and they go for regular walks. This benefits their physical well-being. Children become independent as they try things for themselves, for example, fastening their jacket. Their creative skills are on display in the conservatory, which promotes a sense of belonging and helps children to feel proud of their achievements.

Children show an understanding of numbers as they count the play figures and recognise there are two dummies in the storage pot. Their understanding of the wider world is very well promoted because the childminder provides a wide range of resources to reflect positive images of diversity and organises interesting activities to celebrate special events, such as, Diwali, Chinese New Year and American Independence Day. Children are excited to demonstrate their physical ability as they jump high or practise a forward roll. They engage in role play activities when playing with the dolls and enjoy dancing along to music.

Children are polite and say 'excuse me' when they want to speak to adults. They show care and concern for each other, for example, as older children offer cuddles and attempt to wipe noses for the younger children. Children's future skills are developing well. For example, they learn to enjoy books as they snuggle up to the childminder to listen to and discuss the story. They learn to count and enjoy taking part in games that promote their problem-solving skills.

The childminder supports and guides the children's learning well. She offers clear explanations and encourages their language skills by asking questions and showing interest in what they do. Effective systems are in place to observe and assess children's achievements and this information is used to plan activities that are interesting to children and will help them develop. Children's profiles include photographs and examples of work to show they are making good progress in all areas of learning.

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
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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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