

Inspection report for early years provision

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Inspection date	28/02/2011
Inspector	Karen Cooper
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 has been registered since 1996. She lives with her husband and two teenage children in the Denton area of Manchester. The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden available for outside play.

The childminder may care for a maximum of six children at any one time. There are currently four children on roll, of whom one is within the early years age range. All of the children attend on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is able to take and collect children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a calm environment where children are happy and confident. They have formed positive relationships with the childminder and are helped to achieve. Children have access to a range of age-appropriate toys and resources to encourage them to make good progress in their learning and development. The childminder ensures that all children are valued and included. Information obtained from parents helps the childminder to identify and address children's differences. Policies and procedures are well-organised and mostly effective. The childminder is fully committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further observation and assessment systems to ensure children make progress towards all areas of learning
- update the sickness exclusion policy to include information about incubation period for infectious diseases and reportable diseases and share information with parents.

The effectiveness of leadership and management of the early years provision

Children are well-protected because the childminder has a good understanding about safeguarding procedures to ensure they are kept safe. The childminder is aware of her responsibility to refer any concerns she may have about a child's welfare. She has all the necessary information in place to be able to take the appropriate action if necessary, which she shares with parents. There are clear and

robust vetting procedures in place to ensure all adults within the household are suitably checked. The childminder ensures children are safe and secure both inside and outside the home. She regularly carries out written and visual risk assessments to identify hazards within her home and for any outings undertaken with the children. This ensures children's safety is further protected. The childminder organises her home effectively to provide children with choices about where and with what they wish to play. The childminder makes sure that resources are appropriate to children's individual ages and stage of development and are maintained in a good state of repair.

The childminder provides a relaxed and calm environment. She is a good role model for children and positive, warm and affectionate relationships between the childminder and children are evident. The childminder is experienced and regularly attends training to update her knowledge and skills. For example, she has completed training for first aid, safeguarding, Early Years Foundation Stage and health and safety. The childminder regularly reflects on the service that she provides and has completed the Ofsted self-evaluation form to help her identify the strengths and areas of improvement for her setting.

The childminder is welcoming to all children and their families and there are clear systems in place to gather information from parents regarding children's individual needs. The childminder establishes a good two-way flow of information with parents to ensure they are fully informed of their child's care routine. She has devised a set of policies to cover many aspects of her service which she ensures are shared with parents. However, the sickness and exclusion policy does not clearly state the incubation times for some illnesses or identify reportable diseases, in order to fully inform parents. Children are encouraged to respect each other and develop an understanding of diversity. They have access to dolls and books and regularly join in activities that reflect our diverse world. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children and has formed positive links with the local school, pre-school and childminding group.

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

Children are relaxed and settled and benefit from an environment which is well-organised to enable them to make choices about their play and develop their independence. Most toys are placed at low-level in the lounge and arranged so that children can develop their skills and have fun. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement. This helps build their self-esteem. The childminder's knowledge of each child's personal preferences ensures that children's individual needs and routines are well-met. The childminder clearly demonstrates that she knows the children well. She regularly carries out observations on the children's progress and development. She has compiled a lovely book, which contains lots of photographic evidence and samples of children's work, which is well presented and shared with parents. However, the information gained from the observations is not sufficiently used to ensure that

children make progress in all areas of learning and development.

Children develop their concentration skills when they meticulously colour pictures of animals which they use as a book marker. They enjoy using their imagination during construction play and proudly show the childminder their splendid efforts of a 'cat' and a 'person'. Children are provided with plenty of opportunities to explore their sensory development and investigate different textures, size and weight. For example, they enjoy playing with treasure baskets which contain natural resources including leaves, shells, stones, wooden items, cotton wool and brushes. They regularly join in various craft activities, such as, play dough, painting, collage and cooking which help develop their creative skills. They have access to a range of books to help increase their early reading skills and are provided with plenty of opportunities to develop their mark making abilities. Children competently count up to 10 and beyond. For example, they confidently count the circles that make up the body of a caterpillar and the number of bricks that they build with. Children have access to a fully enclosed garden where they are provided with plenty of opportunities to develop their physical skills. They have access to a variety of wheeled and push along toys and regularly visit the local park where they have access to larger play equipment.

Children learn how to keep themselves safe. For example, the childminder talks to them about fire evacuation and regularly practises this with them to ensure that they know what to do in an emergency. Children enjoy a wide range of wholesome, nutritious meals and snacks and are encouraged to learn about a healthy diet. Fresh drinks are freely accessible to ensure children remain hydrated. The childminder is aware of each child's dietary needs and ensures these are met.

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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