

## Inspection report for early years provision

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<b>Unique reference number</b>	404549
<b>Inspection date</b>	01/03/2011
<b>Inspector</b>	Sarah Williams
<b>Type of setting</b>	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 has been registered since 2001. He lives with his wife, who is also a registered childminder, and one adult child. The family live in the Stretford area of Manchester, within walking distance of schools, parks and shops. The whole of the ground floor is used for childminding, which includes toilet facilities. There is a fully enclosed rear garden for outside play.

The childminder may care for a maximum of six children at any one time. There are currently nine children on roll, of whom four are in the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers.

With parental consent, children are taken to local community groups and the library. The childminder is a member of the National Childminding Association and the Trafford Childminding Network. He has completed the developing childminding practice and extending childminding practice courses.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress towards the early learning goals, as they have access to a wide range of activities and play resources designed to promote all round development. Children's individual needs are well met and they are seen as unique. A strong partnership with parents ensures an effective two-way flow of information is maintained. The childminder constantly evaluates his practice and seeks out new ideas, keeping abreast of developments in childcare. He has a good understanding of how to target action to bring about improvement for all children.

## **What steps need to be taken to improve provision further?**

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

- ensure that information for parents is presented in an easily accessible format and is clear and easy to understand.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded as the childminder is fully aware of his responsibilities, following appropriate policies and procedures designed to protect children from harm or neglect. Children are kept safe and secure within the home and on outings as thorough risk assessments are undertaken and any identified hazards are dealt with to ensure the setting remains safe and child-friendly. Safety features such as a well positioned fire blanket, are in place. The childminder has a good understanding of diversity and inclusion and meets all children's needs well.

Resources provide positive images of world cultures and activities extend children's understanding of their own and other cultures. Where external help is required to ensure children reach their full potential, the childminder ensures this is sought, in partnership with parents.

Partnerships with parents and carers are highly valued and seen as key to successful childminding arrangements. Parents are overwhelmingly positive in their feedback, returning questionnaires when these are issued and praising the flexible approach and high standard of care their children receive in this warm and friendly setting. Information for parents is available in a portfolio which, whilst it contains all the required elements, is sometimes difficult to negotiate.

The childminder is reflective and has started to develop self-evaluation to identify strengths and actions which will improve outcomes for children. Plans include developing the garden area to offer a full range of activities to children and undertaking training to improve knowledge and understanding of childcare issues, particularly in relation to children with additional needs. All recommendations from the previous inspection have been addressed, resulting in a safer environment for children.

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

Children make good progress in relation to their starting points. Children clearly enjoy the activities and play opportunities provided and participate eagerly. They are able to use their imagination when playing, for example, with animals and small world play figures, or when dressing up and using the role play props such as dolls and buggies. High quality resources such as the tactile wooden numerals make learning numbers fun, as the childminder helps a child create a number line. The resources are well presented and set out at floor level, making them easy to access. Older children can choose other items from the main storage area. Children demonstrate that they feel safe and secure in the care of the childminder and seek comfort, for example after waking from a nap, or for help with a puzzle. Children understand the need for simple rules to help them stay safe, for example, they tidy away some toys before getting something else out. They practice an evacuation plan so they know what to do in an emergency.

Children enjoy a balanced range of snacks, meals and regular drinks whilst in the care of the childminder. Most food is supplied by parents and safely stored until it is needed. Sometimes children cook and eat chapattis and other foods, helping to introduce them to some new tastes. Children rest and sleep according to their needs and sleeping babies are monitored at all times, following their home routines. The garden is used for outdoor play and is well equipped with bikes, trikes and a sand tray as well as smaller scale equipment. A local park and playground provide alternative play and exercise options for children and they enjoy spotting squirrels and other wildlife on walks to and from school as part of the daily routine, whilst benefiting from the fresh air.

Children are clearly confident and feel at home as they play and learn at the

childminders', and are beginning to be able to share and take turns as they play cooperatively. They gain experience and important skills for the future by using various well chosen computer programs such as 'Clifford the big red dog' which underpins their mathematical and literacy development whilst being fun to complete. Children enjoy recalling events and past activities such as face painting, Chinese New Year and outings to a temporary city farm, aided by photographs within their individual 'learning journey'. These, together with sensitive and detailed observations, form the basis of a developmental record which is shared with parents and clearly charts achievements and next steps in learning. Younger children also have a daily diary detailing their care plans and activities which parents are invited to contribute to, ensuring that everyone involved in the child's care is kept fully informed.

The childminder is proactive in establishing links for children attending other early years settings such as a pre school or reception class, ensuring that important information is shared and helping to ensure continuity of care.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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