

Inspection report for early years provision

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Inspection date	03/03/2011
Inspector	Dianne Andrews
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 1986. She lives with her husband and their adult daughter in the Audenshaw area of Tameside, close to shops, parks and the library. Children have access to the whole of the ground floor and the first floor bathroom. The rear garden is available for outdoor play.

The childminder is registered to care for a maximum of six children aged under eight years at any one time. She is currently caring for three children in this age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. The family has a dog and a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation Stage, which is successfully implemented in most areas to support children's care and development. Children are actively involved in a range of activities, learning through play in a fully inclusive environment. Their welfare is maintained and supported by good partnerships with parents to ensure continuity of care. The childminder continually strives for improvement through continual professional training and uses reflective practice to bring about improvements. She is beginning to use self-evaluation as a means to review and develop her practice in all areas.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 21/03/2011

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

- record the names of visitors, the purpose of their visit and details of arrival and departure times
- develop the use of self-evaluation as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

The childminder is confident and has recently completed refresher training in child protection procedures to ensure that the steps taken to safeguard children are effective. The childminder's policies and procedures are clear and appropriate to support the care service provided and are shared with parents. All adults in the home are known to Ofsted to allow appropriate checks to be completed. The childminder is vigilant about children's safety and ensures that effective actions are taken to manage and minimise risks. Lost child procedures are in place and are supported by the use of wrist bands, worn by children to notify anyone finding them that they are being cared for by the childminder and giving a telephone number to contact her. However, a risk assessment document has only been maintained for some outings and is not in place to cover everything with which children come into contact, for instance the premises and activities, to confirm how children are kept safe.

Most systems support children's care and well-being. Consent forms are completed to confirm parents' agreement to emergency medical care or advice and outings. Daily registers of children's attendance are accurately maintained; however, although the childminder checks the identity of visitors, details of their visit are not recorded.

Children are helped to settle in the provision due to the effective, supportive partnerships the childminder forges with the parents. She gets to know and understand their lifestyle and their children's individual likes and dislikes. This helps them to feel secure about the care arrangements. The childminder makes clear her commitment to inclusion. She ensures that all children learn to value diverse cultures and one another's differences through activities, discussion and play materials.

Parents know about the progress their children are making through the sharing of their children's learning profiles and home-link diaries; they are encouraged to make some contributions, adding achievements made at home. Parents have access to the weekly plans, which detail the activities children may be offered. The routines and planning are flexible to ensure children's care needs and interests are prioritised. Parents offer confirmation of their satisfaction with the service provided stating that their childminder is, '...diligent, caring and supportive and flexible to cater for individual children and parents and their needs'. They go on to say, '...I find her very approachable should a problem arise so that a solution can be found.' The childminder recognises the benefits of liaison with other settings children attend to promote consistency in the delivery of education and she shares information with the school when children move on from her provision.

The childminder's home is comfortable, welcoming and well maintained. There is a good range of age-appropriate resources available, which children are interested in. Children make choices about what they want to play with and the childminder skilfully supports their play; she demonstrates a clear understanding of how they learn and offers challenge relevant to their stage of development.

The childminder demonstrates a commitment to making improvements, developing her knowledge and practice through continual professional development and research. She is at an early stage of reviewing her service, and has yet to evaluate and highlight strengths and areas for improvement in all areas of the Early Years Foundation Stage that would benefit the children further.

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

Children enjoy a wide variety of play experiences and activities, both indoors and in the community, and these support their learning and development well. The childminder is able to engage them in activities and appropriately support their learning through encouragement, praise and effective role-modelling. Routines include an effective balance of child-initiated and adult-led activities. Systems are being developed and adapted to support the delivery of the educational programme and the planning of activities, using the identified next steps in children's development.

The childminder is familiar with children's likes and dislikes and ensures their favourite activities are available, enabling them to feel settled and secure; she adapts their use to introduce a variety of learning opportunities. Children are keen to explore the age-appropriate resources made available to them. They access a wide range of colourful, interactive toys, beginning to recognize that one action has an effect on another and delighting in the reactions they create. They have opportunities to begin to sort and match shapes and colours in their play; as they help to tidy away, they categorise toys into their boxes. Children's communication skills are developing as they model key words spoken by the childminder, such as, 'finished', 'please' and 'drink.' They pick up the toy mobile telephone, understanding that they can talk on it and say 'hello' and 'bye.' They make marks using crayons and pens and are supported to begin to hold them correctly. They are proud of their creations and find their bag so that they can take it home to show their parents. Their creativity is encouraged through a variety of activities, such as, role-play, where they take on characters, such as a doctor, using the stethoscope to listen to their heartbeat, or carer for the 'baby', offering love and cuddles. They also, cut, stick and make models, using a range of recycled materials.

Children develop a healthy lifestyle and are keen to play in the garden and to get themselves dressed for the outdoor environment. Toddlers independently find their shoes and try to put them on, practising different methods, such as, standing on the shoe to try to make it fit. When children are outdoors, they relish the opportunity to be active. They push buggies around the paved areas, negotiating steps up and down with increasing skill. They show how they feel safe and have complete confidence in their carer as they run along the path and launch themselves off the small step and into the childminders arms. They develop knowledge of the world and of living things as they use 'bug kits' to find, collect and observe insect life; they also plant seeds and grow 'cress heads'. After outdoor activities and before snacks they are helped to develop an understanding of the

need to wash their hands.

Children behave well, reassured by the childminder's calm approach and consistent direction. Children develop positive attitudes to diversity and difference and learn to value different aspects of their own and other people's lives as they take part in meaningful activities, such as, the baking of festive biscuits, to reflect one another's cultures.

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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