

Inspection report for early years provision

Unique reference number	301255
Inspection date	07/03/2011
Inspector	Susan Lyon

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.

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Description of the childminding

The childminder was registered in 1991. She lives with her husband and adult daughter in Oldham. The childminder is registered to care for six children under eight years at any one time, of whom no more than three may be in the early years age range. The rooms and areas of the house used for childminding are the lounge, kitchen, upstairs bathroom and back garden. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from local primary schools. The family have a dog, a cat and a chinchilla. There are currently four children on roll, of whom three are in the early years age group. The childminder has a Level 2 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and settled in the childminder's care. She helps children to learn effectively and provides a welcoming environment. The children make steady progress, however, observations are not always used to plan for individual children. The children's safety and welfare are promoted well. The partnership with parents, local nurseries and other agencies successfully ensure that the needs of all children are met. The childminder demonstrates a strong commitment and ability to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- use information from observations consistently to identify and plan the next steps in children's learning in order to help them make further progress towards the early learning goals
- increase opportunities for babies to explore natural objects and textures in order to promote their sensory development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder has a good understanding of child protection procedures. She is fully aware of the vetting requirements for household members, and parents are well informed of the childminder's procedures. Children are cared for in a safe and secure environment. Detailed written risk assessments of the premises and outings are carried out to minimise hazards to children. The emergency escape plan is in place and practised regularly with children. This contributes significantly to their safety while on the premises. Space and resources are organised well to allow all children to move around freely and safely. All documentation is in place to ensure the safe and efficient

management of the provision. For example, children's hours of attendance are recorded in the daily register and the childminder has a valid first aid certificate. The childminder continually evaluates her practice to bring about improvements. For example, she has recently introduced visits to the local toddler group to help children learn to socialise and she has created shade in the garden by installing a canopy. This will enable children to play outdoors for longer in the summer. The childminder is motivated as she loves being with the children. Feedback is sought from parents as the childminder asks them if they are happy with the care and acts on comments received. The childminder has taken thorough steps to bring about improvements to the service by completing recommendations from the last inspection. For example, she now practises fire drills every term and has completed training in safeguarding children. These improvements greatly enhance the children's safety and welfare while at the setting. The childminder is committed to attending ongoing training to increase her knowledge and skills and improve the service.

Children benefit significantly from the childminder working closely with parents. A two-way flow of information is exchanged daily regarding the children's care and well-being. Parents are welcomed into the setting and new children settle in at their own pace through a series of visits. Parents are fully involved in children's learning and development through the sharing of their progress and achievements. New parents receive a wealth of information, including a comprehensive range of detailed policies, sample menus and daily routines. Relevant information recognising the uniqueness of each child is obtained from parents, such as, any special diets, the language spoken at home, their fears, any comfort items and special words they might use. This information enables the childminder to provide an individualised service. The childminder has a good knowledge of diversity to promote positive attitudes. The childminder has established strong links with local nurseries and playgroups providing the Early Years Foundation Stage framework. She exchanges ideas and complements themes and topics in order to promote progression and continuity of learning. The children benefit greatly from the childminder working effectively with outside agencies. She shares information appropriately and supports the delivery of individual development plans in order to improve outcomes for all children.

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

The childminder consistently interacts with children and asks them open-ended questions to help them learn. She provides a rich learning environment where children are encouraged and motivated to join in activities. The childminder finds out what new children can do on entry to the setting from discussions with parents. This information is used to establish the child's stage of development. Children make steady progress in their development, however, observations are not always used to identify and plan the next steps in their learning. This hinders their further progress towards the early learning goals. Children's personal, social and emotional development is promoted well as the childminder treats them with kindness and consideration. As a result, children have fun and enjoy themselves at the setting. The children are active learners as they freely choose resources and

successfully help to tidy up. All children fully participate in activities of their choice as the childminder changes and adapts activities to provide an inclusive service. Children's behaviour is managed positively through clear boundaries and explanations, contributing to their confidence and self-esteem. Young children are encouraged to do things for themselves, such as, putting on their hat and feeding themselves with a spoon and fork. However, opportunities for babies to explore natural objects and textures are limited impacting on their sensory awareness and development. The children's communication, language and literacy is fostered as young children use single and two-word utterances in social interaction with the childminder. For example, they clearly say 'tree', 'green', 'high up' and 'bouncing high'. The children respond well to simple instructions, such as 'put your coat on'. Children develop good knowledge and understanding of the world. They love to be outdoors and learn about the seasons as they talk about the leaves falling from the trees. They enjoy going for walks to look at the flowers and collect pine cones.

The childminder encourages children's interest in toys which incorporate technology as they press the keyboard and click the mouse on the laptop. Children develop a good understanding of numeracy and problem solving as they count their gloves and excitedly shout 'two squirrels'. The childminder helps children to learn how to keep themselves safe through frequent discussions. Children show they feel safe as they move around confidently. Children benefit from fresh air and exercise every day as they play out in the garden and walk to nursery. This develops their physical skills and supports a healthy lifestyle. Good hygiene routines prevent the spread of infection. Children make healthy choices at snack time, such as fruit and carrot sticks. Drinks are freely available throughout the day, keeping their bodies healthy and hydrated. Children gain awareness of the cultures of others through planned themed activities. For example, they make rabbit pictures and eat noodles at Chinese New Year. A good range of play resources, such as, ethnic dolls, a welcome poster in different languages and a toy wheelchair help children become aware of the wider world. An extensive range of posters and pictures showing positive images of culture and disability encourage discussions that help children talk about similarities and differences and the reasons for these.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met