

Inspection report for early years provision

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Inspection date	08/03/2011
Inspector	Cathryn Parry
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 1980. She lives with her husband and adult son in the residential area of Audenshaw in Tameside. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. She has a parrot, two budgies and a snake as pets. The childminder cares for children on weekdays from 8am to 6pm for 50 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years and is currently minding three children in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has established some links with the local school that she collects children from and attends a couple of toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a strong sense of belonging due to the childminder's warm and caring nature. An effective induction procedure ensures individual needs are met well. The wide range of planned and spontaneous activities offered ensure all children have good opportunities to make progress in their learning and development. The organisation of resources is being reviewed and links with other practitioners are being developed. The childminder links with other childminders and an early years professional from the local authority, to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- improve the organisation of resources in order to make them more easily accessible to children
- improve systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting.

The effectiveness of leadership and management of the early years provision

Children are well protected as the childminder has a secure knowledge and understanding of her role with regard to safeguarding. Regular risk assessments both indoors and out, minimise the chance of accidental injury effectively. The childminder attends a wide range of training to ensure she is up to date with any changes in legislation and to further her childcare knowledge. She displays a selection of resources for children to freely choose from each day. However, the majority are stored in a room specifically for this purpose and children cannot easily access them. This has a negative impact on promoting free choice and independence.

A pro-active relationship between parents and the childminder results in clear aims being met for the individual needs of children. The childminder has a good knowledge of the advantages of liaising with other professionals to meet children's individual needs. She knows the staff at the local school well. However, systems for gaining information around activities participated in by individual children are not developed fully. This has a negative impact on the childminder being able to complement the experiences they have enjoyed in the day.

The childminder clearly reflects on the learning and development opportunities she provides. This enables her to highlight areas she plans to develop, including her garden area. Consequently, she is able to gain support to further enhance the outdoor environment. The recommendation raised at the previous inspection has been positively addressed. This has a favourable impact on safeguarding children and ensuring parents are well informed about the childminding provision.

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

The childminder has a good understanding of the Early Years Foundation Stage and implements it well. The wide range of resources clearly covers each of the areas of learning. Children are happy, settled and relate well to the childminder, as she joins in with their play. They are encouraged to share and take turns through the childminder's effective support. She celebrates different festivals with the children, including Chinese New Year and Christmas to positively raise children's awareness and understanding of various traditions and beliefs. The childminder effectively uses her body language, facial expression, tone and intonation when interacting with younger children. This promotes their communication skills well. Children are gaining a good understanding of the natural world, for instance as they visit the aquarium and the zoo. They have opportunities to enjoy mark making, which positively promotes good hand and eye coordination. Children show an awareness of shape as they explore shape-sorting resources. They have fun as they explore sound and rhythm using the drum and homemade shakers. Children's skills for the future are effectively nurtured as they access interactive resources

and carefully chosen computer games.

The childminder plans activities taking into account children's interests and their capabilities. She builds on information on individual children through good observations, monitoring and planning for future challenges. This is collated in developmental files for each child and is constantly evolving to show progress towards the early learning goals.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. They are well protected as the childminder uses simple explanation and encouragement with regard to staying safe. As a result, children begin to understand potential dangers. This is complemented with special activities, for instance when the police visited the toddler group. Children explore, test and develop physical control when visiting the soft play centre and the park. The childminder provides a range of homemade meals for children and gives them opportunities to plant and nurture tomatoes and beans. This effectively promotes healthy eating and fosters good lifestyle habits. Children are learning good personal hygiene through consistent routines and positive role modelling. This includes the childminder having good procedures in place for changing nappies. A clear sickness policy ensures children are not placed at risk of infection and illness. All required policies and procedures are in place and are regularly reviewed to promote the safety and well-being of the children.

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	3
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	3
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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