

Inspection report for early years provision

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Inspection date	28/02/2011
Inspector	Julie Firth
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 1994. She lives with her husband in Ashton-under-Lyne an area of Tameside. The whole of the ground floor is used for childminding which includes the lounge, dining room, play room, kitchen, downstairs toilet and back garden. There is a pet cat in the household.

The childminder is registered to care for a maximum of six children under eight years at any one time and there are currently 8 children on roll who attend for a variety of sessions; of these, three are in the early years age range. The setting is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children. The childminder walks to local schools to take and collect children and attends the local groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes children's welfare and learning well. She displays a good knowledge of The Early Years Foundation Stage which underpins the positive outcomes children experience in their learning and development. Good systems are in place in relation to planning and assessment. Consequently, children are happy, secure and make good progress in the inclusive, welcoming environment where expectations are high. She has established good working relationships with parents, they are consulted, involved and kept informed of their children's care and learning. She is aware of the strengths and ongoing development of the setting and she is beginning to use self-evaluation to monitor her provision. She communicates with the local Surestart. However, links to share information with other settings where children attend are not fully developed.

What steps need to be taken to improve provision further?

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

- develop self-evaluation effectively to monitor the setting as children progress throughout their learning
- develop systems to share information about children's individual learning and development when children attend more than one setting to ensure continuity.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues and keeps up to date with training. She is confident in her roles and responsibilities to protect children in their care. The childminder's home is stimulating and well organised.

This enables children to actively participate in a wide range of opportunities and experiences which foster their initiative, independence and confidence. Children know where to find resources to extend their play ideas and follow their own interests. Defined areas such as, writing, investigation and construction in the play room enable children to consolidate their learning well. A good range of toys and equipment is well maintained.

They enjoy a very good balance of child-initiated learning which is well supported by the childminder. The daily routine promotes children's welfare and meets their needs well. All documentation is in place and there are good written policies and procedures that positively promote children's health, safety, achievement, enjoyment and ability to make a positive contribution. Detailed risk assessments of every area of the home and trips are well thought out.

She is committed and enthusiastic and continually strives to improve the good service she offers. She is skilled in ensuring that she provides a fully inclusive environment that makes parents and children feel very secure and welcome. She adapts activities and plans well to meet children's individual needs. Parents value the consistent, exemplary care and standards of the childminder. She has good working relationships with them and a strong shared understanding from an early stage. Parents are provided with good information about their children's care and learning and they encouraged to contribute to activities at all times. However, systems are not yet fully developed to share information about children's learning and development when they attend other settings to ensure continuity.

The childminder attends a wealth of training to further develop her childcare practices and enhance her knowledge of the Early Years Foundation Stage. This works well in her practice and planning of activities, she is aware of her strengths and weakness. However, the self-evaluation process is not fully effective to enable her to reflect on all outcomes for children.

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 she clearly links planning to all areas of the curriculum. The childminder establishes children's starting points and skilfully observes children during play. She uses this to plan for individual progress and identify suitable next steps in learning. Furthermore, assessments enable her to track children's progress. The childminder challenges and stretches them in all areas of their learning which results in happy, motivated learners.

There is a big emphasis on settling children into her home and she encourages children during meal times to feed themselves. They are encouraged to make friends and play well alongside their peers. Children learn how to pull levers and use programmable toys from a very early age. They explore cause and effect as they realise that they can push a button or turn a knob and lights flash or music plays. They thoroughly enjoy activities during Chinese New Year. This and a wealth of other celebrations give them a good awareness of diversity. The childminder

ensures children enjoy lots of good first-hand experiences when they take a nature walk, feed the ducks and when they take a ride on the bus.

Children have good opportunities to see examples of everyday print and to learn that print has meaning, throughout the setting. Their language skills are promoted well as they are encouraged to form sentences from an early age. All toys are labelled and enable children to freely choose what they want to play with. Story's read by the childminder enables children to learn in a fun way, challenging them to contribute to the story. There are lots of opportunities for making marks and how to hold a pencil correctly. Children learn to count well, calculate and problem solve throughout their daily routine. Furthermore they weigh ingredients when making a cake.

A wealth of games and puzzles help them to recognise colours. They have opportunities to access wide range of media and lots of photographic evidence demonstrates children feeling different textures such as glitter, glue and paint. Children are engrossed in dressing up and participate in role play. The childminder promotes outdoor play and children have very good opportunities to climb and balance using large equipment in the rear garden and local park.

Children's health is well promoted. The premises are clean and good discussions take place about the importance of washing hands and hygiene which helps to develop children's awareness of the concepts of effective routines. A wealth of activities around health is offered to the children and posters are clearly displayed around the bathroom. Children enjoy home made meals such as, cottage pie and spaghetti Bolognese. Meal times are promoted as a time to share news and listen to others. Children have access to drinks at all times.

From an early age children learn the importance of sharing and taking turns. Good behaviour is displayed and the frequent use of praise helps children feel good about themselves. The childminder is a good role model to the children and speaks quietly to them. Children are encouraged to keep themselves safe. They are constantly reminded to be careful when playing outside and a wealth of activities around road safety and house dangers reminds children of safety issues whilst having fun. A detailed fire policy is displayed and they regularly practise the fire drill. This gives them a very good awareness in the event of an emergency.

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	3
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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