

Inspection report for early years provision

Unique reference number	307427
Inspection date	14/03/2011
Inspector	Susan Elaine Heap

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 and three adult children in Walkden, Worsley an area of Salford, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house and the bathroom on the first floor are used for childminding. There is a fully enclosed rear garden available for outdoor play. The family has goldfish.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding four children in this age group. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When minding children with her husband, who is her assistant, she is registered to care for six children under eight years, no more than four of whom may be in the early years age range.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. They benefit from good levels of support from the childminder in a homely environment. Warm and caring relationships are evident between the childminder and children. Most aspects of observation and assessment are good. Most aspects of safety are good due to effective measures being in place. The childminder has a strong understanding of her strengths and areas she wishes to develop to improve outcomes for children. She has good quality working relationships with parents at all times and other professionals when applicable. This means that children's individual needs are fully met and are reflected in practice.

What steps need to be taken to improve provision further?

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

- improve ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their individual needs
- implement a system to monitor children's progress towards the early learning goals to ensure that any gaps in their learning are identified
- practise regular fire evacuation drills and record the details in a fire logbook of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children are well-safeguarded because the childminder places strong emphasis on children's safety and well-being both in the home and on outings. This is achieved through the completion and recording of good quality written risk assessments. She has a good knowledge and understanding of child protection issues and the procedures to follow if she has any concerns about a child in her care. All adults in the home have completed the required vetting procedures. However, fire drills are not practised regularly which means children do not effectively learn what to do in an emergency.

The childminder demonstrates a strong commitment to providing a homely environment for children and their families. Areas of the home are used well to enable children to play, rest and eat in comfort. Toys and equipment are stored at children's level to enable them to develop their independence skills and make choices in their play. Through reflecting on her daily practice, she accurately identifies areas for improvement which will have the most significant impact on the outcomes for children. Both recommendations made at the last inspection have been completed and improved children's safety.

Good quality written information about their children's care in the form of policies and procedures is given to parents. Positive relationships are built with parents through their daily verbal discussions and a daily diary. She seeks parents views through parent questionnaires. These comment on how they are confident and reassured by the high quality of care and activities offered, 'children learn how to socialise and benefit from the care and learning experiences offered' and 'my child has grown in confidence, is very happy and looks forward to her daily activities.' Systems to involve parents in their children's learning and development through contributing their observations of children's interests are not yet fully established. The childminder is fully aware of how to work with other settings that children may attend or other professionals when necessary.

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

The childminder is a caring and experienced practitioner. She has successfully implemented observation and planning systems which securely link to the six areas of learning. She carefully observes and records children's progress in their individual learning journeys and successfully plans for their next steps in learning. These give a lovely written and pictorial record of children's progress and achievements. As a result, all children make good progress given their starting points and capabilities. Systems to monitor any gaps in children's learning are in the early stages of development.

A good range of quality toys and resources are readily available for children to access which successfully meet their age and stage of development. They benefit

from a wide range of enjoyable play opportunities and experiences both inside and outside the home. For example, each morning they access local community groups or play centres. These regular activities enable children to develop their sense of community and physical and social skills. A particular favourite is the Wednesday breakfast club in the local cafe. They enjoy craft activities, mark making with a variety of tools or playing imaginatively with cameras. Children benefit from good levels of support and one-to-one care when necessary as the childminder works with her husband as her assistant. Children show interest in letter shapes as they look at a sign on a laptop computer. As a result, children's progress in their language and communication or counting skills is developing well. They play cooperatively together as they line the cars up in a row or join in imaginative games. Younger children show curiosity and interest as they explore their surroundings and develop good problem solving skills when moving equipment from one place to another.

Children have secure relationships with the childminder, her family and other children which help them to develop a strong sense of belonging. They are confident and show they feel safe in the childminder's care. For example, they snuggle up on her knee when tired and eagerly greet her daughter on her return from work. They develop a good understanding of dangers and how to stay safe when out in the community. For example, they know they do not need reins or wrist straps, 'because I walk properly and hold onto the buggy.' She praises children for their achievements and promotes good manners and behaviour at all times. For example, children are given time to reflect if their behaviour has been inappropriate and explanations are given. Older children show care and consideration for younger ones and vice versa as they hug one another affectionately.

The childminder has a positive attitude to healthy eating and a good understanding of what constitutes a healthy and balanced diet. Most parents provide their own food for children which the childminder supplements with snacks of fresh fruit or yogurt. Through their activities and discussions children learn about the benefits of a healthy lifestyle. They dig and plant, potatoes, garlic, onions and strawberries in their own vegetable patch and talk about good and bad foods.

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