

Inspection report for early years provision

Unique reference number	312282
Inspection date	16/03/2011
Inspector	Judith Kerr
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 1987. She lives with her husband in the Droylsden area of Tameside. The whole of the ground floor of the childminder's house is used for childminding purposes. There is an enclosed garden for outside play. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for two children in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure knowledge of the Early Years Foundation Stage, which contributes towards effectively promoting children's safety and welfare. She provides a warm, caring and safe environment where all children are valued and respected and inclusion is well promoted. Policies and procedures which are mostly effective help to ensure children's individual needs are met. Positive relationships with parents help to promote consistency and ensure appropriate support is provided for each child. Through self-evaluation, the childminder is able to reflect on her practice and make ongoing improvements to her provision.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 16/03/2011

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

- link assessments to the elements of the framework to help track children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder's secure awareness of safeguarding procedures ensures children are well-protected from harm and abuse. Her safeguarding policy clearly details her responsibilities to report any concerns she may have about a child in her care. All adults in the household have been checked to ascertain they are suitable to be in close proximity to children. Although verbal agreements are made, the

childminder does not obtain prior written permission on each occasion she administers medication. This is a requirement in regulations. An accurate record of children's attendance is maintained and all visitors to the premises are required to show identification. A range of policies and procedures are in place for the safe and efficient management of the service. Risk assessments are reviewed and together with daily checks of the premises contribute to keeping children safe both indoors and on outings.

The recommendations which were raised at the last inspection have been met in order to improve the quality of care provided along with the information available for parents. The childminder reflects on her practice and identifies where future improvements can be made. Ongoing training, such as, safeguarding and first aid helps the childminder to keep up-to-date with current best practice. Activities and resources are well organised to enable children to make their own choices and initiate their own play. While there are no children attending with special educational needs and/or disabilities, and no children who speak English as an additional language, the childminder demonstrates a commitment to ensure all such children would be fully integrated into the setting.

Positive and trusting relationships with parents are a key strength of the provision. They are established to ensure all children are fully supported and their individual needs met. The childminder shares all her policies and procedures with parents on admission and whenever there are updates. Parents are well-informed regarding their children's care through discussions, photos and unique files. They discuss their child's starting points in relation to learning and development and contribute to their ongoing assessments. Consequently, they are fully included in their child's ongoing progress. The childminder understands the importance of effective partnerships with all those involved in each child's development to ensure continuity of care and learning.

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

Children are making good progress in all areas of their development as a result of the enjoyable, stimulating range of well-supported activities and experiences available to them. The childminder maintains clear records of observations undertaken on each child, often illustrated with photographs. The next steps are planned for each child to help them make ongoing progress across all the areas of learning. Although the childminder has identified she is not matching children's progress against the framework she has yet to implement systems to address this to ensure they each achieve as much as possible given their starting points.

Children play contentedly and approach the childminder with confidence for attention thus demonstrating their sense of security within the home. They make purposeful use of the small world resources as they identify the natural land or water habitat of various animals, such as, lions, whales, crocodiles and snakes. The children learn to play cooperatively, for example waiting for their turn to go down the slide. A broad range of mark making resources encourage children to practise their pre-writing and writing skills. They play with puzzles and construction

bricks which encourage them to concentrate and to solve problems. The children enjoy squeezing the sponge and watching the effect of the water poring out. The childminder is skilled at extending children's learning and enjoyment through their creativity. For example, children count the number of legs on the paper plate spider they have made and identify the shapes and colours they use when making puppets from recycled yoghurt pots.

Outings in the local environment are used to enhance all aspects of children's learning. The children visit the canal, parks and green spaces where they feed the ducks, learn about the changing seasons and investigate the spider's web in the bush and try to see if it gets any bigger on subsequent visits. The childminder successfully promotes equality and diversity as part of children's daily play through discussions about differences and access to resources, such as books and play figures. In addition, she plans celebrations for Chinese New Year and Eid when children make cards, lanterns and henna hands and taste traditional foods which help them understand the wider world.

Healthy eating is well promoted through the provision of nutritious home-cooked meals which meet children's individual dietary needs. Effective hygiene routines, such as, washing hands before eating and after toileting help to minimise the risks of cross infection. Children's behaviour is very good and they are beginning to show a good awareness of responsibility. For example, they help to tidy away toys and wipe up the water they have spilt. Beneficial procedures, such as, practising the evacuation procedure on a regular basis and following the childminder's instructions when crossing the roads help to raise their understanding of how to keep themselves safe.

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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