

Inspection report for early years provision

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Inspection date	24/03/2011
Inspector	Helen Blackburn
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 2001. She lives in the Stretford area of Trafford, close to shops, parks, schools and public transport links. The whole of the ground floor and first floor bathroom of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and she can care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in the early years age range. The childminder also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory part of the Childcare Register. The childminder is a member of Trafford Childminding Network and she is accredited to provide funded early education places for children aged two years, three years and four years old.

The childminder goes to several toddler groups regularly and she is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has good relationships with the children, she knows them very well and she supports them in making good progress in their learning. The children are cared for in a safe and clean learning environment that overall, promotes positive behaviour, independence, children's health, diversity and difference. The childminder maintains a good range of documentation, policies and procedures, which in the main promote the safe and efficient management of the setting. Good relationships with parents and exceptional partnership working with others, contribute to meeting children's individual needs. The childminder's commitment to her professional development is exceptional and she adopts good processes to ensure she maintains sustained improvement.

What steps need to be taken to improve provision further?

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

- ensure action is taken to make sure a current paediatric first aid certificate is maintained at all times (Safeguarding and promoting children's welfare). 15/04/2011

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

- improve the organisation of the risk assessment record to ensure it clearly states the date of review

- extend experiences, activities and resources that help children explore, question and embrace all aspects of diversity and difference
- promote consistency when helping children to become familiar with good hygienic practices, such as, hand washing.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her roles and responsibilities concerning safeguarding and promoting children's welfare. For example, she has a very good understanding of child protection issues because she regularly accesses training and she has extensive experience of working with external agencies regarding protecting children from harm. This means she acts in the best interest of the children to ensure their welfare is paramount. For example, through reporting and monitoring any concerns. The childminder is fully aware she must notify Ofsted of any changes to the persons living on the premises and she supervises any visitors to the home. This contributes to keeping children safe and protected from harm. Overall, the childminder maintains a good range of documentation, policies and procedures, which contribute to promoting the safe management and efficient management of the setting. However, due to organisation of data within the risk assessment record, how she records her date of review is not clear. The childminder provides a safe and clean environment for children to play. She manages this effectively because she carries out regular risk assessments and safety checks of her home and outings. In addition, she supervises children's play well. These practices ensure the childminder identifies and minimises any potential hazards, which reduces the risk of accidents. Through good deployment of resources, children can make safe and independent choices in their play. In addition, the childminder makes good use of resources within the community, such as, children centres, parks and other places of interests to extend children's experiences.

The childminder's ambition, drive and commitment towards promoting sustained improvement, especially around her professional development is exceptional. The childminder accesses a wide range of training courses, for example, she has gained a recognised early years qualification and she is accessing extensive training in regard to gaining an 'Inclusion Friendly Stamp Award'. In addition, she is a member of a childminding network and she is accredited to provide early years funded education. This demonstrates her commitment towards promoting high standards of care and education for children. However, the childminder's first aid certificate expired within the last few days and the next available course is in four weeks. This is a breach of a specific legal requirement because she does not hold a current first aid certificate. The childminder makes good use of self-evaluation and reflective practice as a way to evaluate and monitor her service. This contributes to her effectively identifying areas of development to promote good outcomes for children. The childminder welcomes any feedback from parents, children and other professionals when monitoring her service. This contributes to her promoting an inclusive approach to her self-evaluation.

The childminder works effectively with parents and carers to ensure she meets

children's individual needs. Through effective communication and information sharing the childminder knows children very well. In addition, she offers home visits, this helps children to settle and ensures the transition between home and the setting is a smooth one. The childminder provides parents with good quality information about her service and child's day through her written policies and procedures. The childminder shares with parents, children's progress records, this enables them to be actively involved in their child's learning. The childminder has extensive experience of working with other settings, professionals or external agencies. This means her practice and procedures are exceptional to ensure children receive the best learning opportunities to support their learning or if they need additional support or help.

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

The childminder manages illness, infection and hygiene well so that overall she promotes children's health and well-being. For instance, through good cleaning routines and effective food preparation activities, the childminder reduces the risk of spreading infection. Overall, she promotes good hygiene practices, for example, she reminds younger children to wipe their noses and she encourages hand washing. However, on the day of inspection, the childminder did not support the children to wash their hands when they came in from the garden to have their snack, although, she promoted hand washing at other times of the day. The childminder supports children in learning about the importance of leading a healthy lifestyle. For example, she offers children a good range of nutritious meals and snacks. In addition, children grow some foods in the garden, such as, tomatoes and potatoes. The children have good opportunities to be active and to access fresh air. For example, children go on walks, they visit the local park and they thoroughly enjoy playing in the garden. These activities promote children's physical development. In addition, children develop good coordination and dexterity skills. For example, they skillfully pour sand, they make marks with chalks and they build and construct with bricks.

The childminder has good relationships with the children, she knows them well, which means she meets their individual needs. In addition, she provides routine and continuity for children, which means they feel safe, secure and happy in her care. The children are developing a good understanding of ways in which they can keep themselves safe. For example, they take part in regular evacuation practices. The children behave in ways that are appropriate for their ages and stages of development. They learn about right, wrong, sharing and taking turns through play, consistent boundaries and positive role models. This contributes to children developing positive and harmonious relationships with their peers. Through effective use of praise and valuing children's contributions and ideas, they have good self-esteem and a positive self-image. The childminder provides some resources and activities to help children to learn about diversity and difference. However, through her inclusion training and self-evaluation, she recognises that her environment lacks provision to promote all aspects of diversity and the world in which children live.

The childminder has a good understanding of the principles of observation, planning and assessment. As a result, she understands how young children learn and what she needs to do to support this. For example, she is actively involved in children's play, she uses open-ended questions to encourage children to become active learners and she ensures children experience activities across all areas of learning. This results in children being happy, enthusiastic and motivated learners who make good progress in their learning. For instance, children use their imagination as they engage in role play activities and they learn about number and other mathematical concepts through games and fun rhymes. In addition, children enjoy looking at books and making marks, which supports their communication, language and literacy skills.

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	1
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	1
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