

## Inspection report for early years provision

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<b>Unique reference number</b>	312200
<b>Inspection date</b>	04/03/2011
<b>Inspector</b>	Angela Cuffe
<b>Type of setting</b>	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 1989. She lives with her husband in Stalybridge, Tameside, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except for the bedrooms, living room and dining room. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of four 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 one child in this age group. She also offers care for children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register.

The childminder collects children from local schools and attends toddler groups regularly. 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.

A good knowledge of each child's needs makes sure the childminder generally promotes children's learning and welfare. Children are safe and secure because risk assessments are clearly recorded and monitored regularly. The partnership with parents, schools and other agencies is a priority and is significant in meeting the individual needs of the children. This means that children are making progress, given their age, ability and starting points. The childminder knows her strengths and has visions for further improvements. She has made good progress to develop her service since the last inspection and demonstrates a capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- request parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare) 05/04/2011

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

- use the observations to help children make progress towards the early learning goals by linking to next steps and planning.

## **The effectiveness of leadership and management of the early years provision**

The childminder demonstrates a good understanding of safeguarding and her responsibility should she suspect a child may be at risk. She is competent to liaise with appropriate agencies. A comprehensive child protection policy is shared with parents to keep them fully informed of her responsibilities. Clear policies, procedures and record keeping systems ensure children are kept safe, protected and supported. However, the childminder has not sought written permission to seek emergency medical advice or treatment, which is a breach of regulations. Detailed risk assessments on the premises and also for outings, ensure that safety is continually monitored and reviewed.

Good use is made of space in the home to provide a wide range of different activities and experiences. Good quality resources are varied and used well. As a result, children are progressing well in their learning and development. The childminder works in partnership with parents and outside agencies to ensure that children's individual needs are met. Regular discussions with parents allow for opportunities to assess children's progress and development. Continuity of care for the children is enhanced as the childminder develops links with other provisions children attend. The childminder actively promotes equality and diversity in the activities to enable children to gain a better understanding of different cultures and religions. For example, children make Chinese lanterns and draw pictures of rabbits in line with the current Chinese new year celebrations.

The childminder continually reflects on what she is doing well and where any weaknesses lie. This effective action taken by the childminder has a direct impact on the sustained improvement of the provision. She also seeks evaluation from parents on a regular basis. The childminder regularly attends relevant training to keep her informed of current legislation. For example, safeguarding and first aid. Most of the required records and documentation are in place as well as written policies and procedures. Observations are carried out on a regular basis. Nevertheless, the information from these assessments is not clearly used to plan for children's next steps to ensure they are progressing towards the early learning goals.

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

Children are happy and settled in the well organised and enabling environment. Their independence and individual choice is well catered for in the range of activities available to them. They move around and freely choose from the toys, equipment and books, which are all stored appropriately. The childminder's constant enthusiasm and energy ensures that children are motivated to learn, explore and play. Her caring and supportive manner enables them to feel safe and secure, which ensures trusting relationships are formed. Children eagerly express their creativity as they draw around stencils and their hands.

Children are confident with the childminder and are beginning to find a voice and discover new words. She talks to them sensitively to encourage their language development. Books are accessible and well used. Children develop manipulative skills as they learn to hold a pen, whilst puzzles and construction sets help children to problem-solve. Children are able to express themselves as they play with 'small-world' characters. They explore and examine different objects, such as, a play car or plastic animals. They are making the noise of each animal and laughing aloud as they do. Trips out teach children about nature, the community and the wider world. Cookery and gardening activities also provide opportunities for learning about the world around them. Children learn to play together and socialise and the childminder talks to them about sharing resources. They develop a positive attitude towards diversity and take part in activities linked to various festivals. Chinese new year being the most recent, the children make dragons and look at pictures in books and on displays. They have access to a range of dressing up clothes, books, dolls, puzzles and musical instruments. This positive and supportive practice promotes their development and skills for the future.

Children's good health is well promoted because effective hygiene procedures reduce the risk of cross-contamination. Surfaces, toys and equipment are kept clean and children independently use hand washing facilities and tissues. The childminder provides healthy, home cooked meals using fresh ingredients and provides fruit for snacks. Children have access to drinking water at all times to enable them to satisfy their thirst when needed. They are taught to be safety conscious without being fearful. For example, fire drills are practised regularly, which ensures children understand what to do should the need to evacuate the premises arise. The childminder also practises road safety with the children during outings and talks to them about 'stranger-danger'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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