

Inspection report for early years provision

Unique reference number	EY359561
Inspection date	23/03/2011
Inspector	Julie Firth
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2007 and lives in Salford with her three adult daughters. She lives within walking distance of Manchester city centre. Children have access to the whole of the ground floor. There is a fully enclosed rear garden for outdoor play.

A maximum of six children under eight years may attend the setting. There are five currently children on roll. Of these, three children are within the Early Years Foundation stage. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and those who speak English as an additional language.

She is supported by Salford Sure Start and is a member of the National Childminding Association. She holds a Level 3 National Vocational Qualification in Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her assistant provide a happy welcoming environment in which children's welfare is successfully promoted. She has a secure understanding of the Early Years Foundation Stage and activities are exciting and help children to develop good skills. Tracking systems are developing to indicate children good progress towards the early learning goals. There is a successful partnership with parents; they are consulted and involved and kept well informed of their children's daily routines, care and learning. Also, positive links with Sure Start ensure continuity of education and care. The childminder demonstrates a good capacity for continuous improvement and is beginning to use self-evaluation to monitor the service provided.

What steps need to be taken to improve provision further?

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

- further develop assessment systems to identify gaps in the children's learning and track on going progress.
- use self-evaluation effectively to monitor and review practise .

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of the signs and symptoms of abuse. She is aware of the procedures to follow should she be concerned about a child's welfare. She has undertaken recent training. Official identification

documents are thoroughly checked before any person not known at the setting is allowed to enter. A record of visitors to the setting is maintained and all other aspects of documentation relating to the welfare of the children are in place. These are of a good standard and are stored securely to respect confidentiality. The premises are very safe and rigorous risk assessments have been conducted for all areas of the premises used for childminding and for outings. These are regularly reviewed.

The childminder strives to provide a service that is inclusive to both families and children. She recognises the importance of welcoming children with special educational needs and/or disabilities into a sharing and inclusive environment. She adapts activities and works very closely with the families to integrate children into her setting. New children are settled in gradually and she obtains all relevant information from parents to ensure welfare needs are met well in practice. The childminder also works with parents to identify and agree children's starting points and skilfully builds on their likes and interests. Parents are encouraged to comment and contribute to the planning of activities. They are very happy with the care their children receive. They have a positive view of the childminder and her assistant working alongside each other, offering children a relaxed homely environment where they can learn through play. Links with the local Children's centre further enhance children's opportunity to play and mix with other children.

The childminder has attended Early Years Foundation Stage training, various workshops and recently undertaken a Level three in childcare. She has worked very hard since her last inspection to enhance children's learning and care. She is aware of the strengths and weaknesses and has a good understanding of any areas for development. However self-evaluation is not fully developed to enable her to fully monitor her practice.

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

The childminder has a good understanding of the underlying principles of effective early years practice and links activities to the Early Years Foundation Stage. She has a good understanding of children's likes, dislikes and capabilities. Furthermore, she makes good use of questioning to encourage them to become independent thinkers. The day is well organised to provide children with a good balance of rest, learning and play. Children play happily together and clearly enjoy the time that they spend with the childminder. Regular observations and photographs displayed in the children's learning journeys are used to inform planning. Children participate in exciting stimulating activities, and she plans for the next steps of learning. However, new tracking systems do not cover enough detail in some areas of learning.

The day is well organised to provide children with a good balance of rest, learning

and play. Children play happily together and clearly enjoy the time that they spend with the childminder. Children develop a good sense of belonging within the setting and access toys and join in conversation confidently. Their personal skills are well promoted as they feed and dress themselves, make friends, follow instructions and tidy away their toys. This helps to foster their confidence and independence. The childminder ensures children have time to experiment, explore and re-visit their experiences and knows when to intervene and offer suggestions and explanations.

Children access a good selection of mark making materials and have opportunities to write. They enjoy visits to the library and happily sit and read with the childminder. They have lots of good first hand experiences to learn about the natural and wider world as they enjoy trips out to places of interest such as, museums and park. Children plant seeds in the garden and they have opportunities to celebrate festivals and enjoy activities around Chinese New Year such as, making lanterns and using chop sticks. Furthermore they taste foods from different countries.

Children have opportunities to count and calculate as opportunities naturally arise, such as, when playing with the bricks. They recognise shapes and numbers and create patterns. They are given opportunities to engage in role play as they play with small world toys and dress up. Detailed themes displayed around the room indicate children are involved in a wealth of crafts such as, making cards for St Patricks day and collage activities. Physical play is well promoted indoors as children dance to rhymes and musical activities. Children also thoroughly enjoy the time they spend outdoors, running around in the fresh air and using their physical skills on the large range of toys and equipment available in the front and rear garden.

Children benefit from being cared for in a home which is very clean, warm and well maintained. Stringent hygiene routines and very good cleaning rotas are followed to ensure children's good health. For example, children are fully aware of hand washing after activities and they also participate in activities on hygienic practices. Children are very well nourished and develop an awareness of healthy eating. A very well-balanced and nutritious diet is in place to aid their growth and development. Displayed menus indicate a wealth of home made foods. From an early age children learn the importance of sharing and taking turns. Very good behaviour is displayed and the frequent use of praise helps children feel good about themselves.

The childminder acts as a very good role model for the children and they receive clear messages about expected behaviour, as a result, the children are polite and behave very well. Children are involved in the regular fire drill and participate in a large variety of topics to enhance their awareness of safety procedures. Such as, when the children are out walking they talk about dangers on the roads.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----