

Inspection report for early years provision

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Inspection date	28/03/2011
Inspector	Barbara Wearing
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 has been registered since 2001. She lives with her husband and one child aged 13 years in the Moston area of Manchester. There are local shops, schools, parks and a library within walking distance. The whole of the ground floor of the property, the front single bedroom and bathroom on the first floor is used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered for six children and is currently minding five children, of whom, two are on the Early Years Register. Care to children aged over five years to 11 years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder walks to the local school to take and collect children and attends local toddler groups. She is qualified to National Vocational Qualification level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the childminder's bright and inviting home. They make choices in their play from the good selection of toys and resources made available to them, indoors and out. Close relationships with parents ensure that the childminder knows children well and their unique needs are catered for. Since her last inspection the childminder has implemented the vast majority of the requirements of the Early Years Foundation Stage. She has become a member of the local authority's childminding network and has developed her skills in supporting children in their good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child; and who has parental responsibility for the child.
- 18/04/2011

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

- enhance recording of accidents to include existing injuries
- enhance children's development records by establishing systems to review children's progress towards the intended next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her role in protecting children from harm. She has a clear understanding of the signs and symptoms of abuse and of the procedures to follow if she has any concerns. She encourages children to talk to about their feelings and builds close and trusting relationships with them. Therefore, children are likely to be confident in sharing any concerns or worries with her. All necessary policies, procedures and records are kept that further promote children's safety and well-being. However, there is no record of who has legal contact and parental responsibility of individual children. This is a breach in requirements of the Early Years Foundation Stage. Nevertheless, the impact to children is minimal as the childminder knows parents well and has a clear policy for the collection of children. The childminder records accidents that occur while she is caring for children, but does not systematically record existing injuries. This may compromise her ability to evidence where or how injuries were sustained or to identify concerns regarding a child's development or safety.

The childminder has begun to complete a formal self-evaluation form. This accurately identifies how she promotes outcomes for children. In order to review the quality of her provision and identify areas for development, she seeks feedback from parents, children and other professionals. She attends training and discusses early years issues with fellow childminders. The childminder has worked hard, with the support of the local authority network childminding coordinator, to develop her skills in observations, assessment and planning. She has also developed her skills in asking questions and using language to develop children's vocabulary and understanding of mathematical concepts.

Children benefit from the bright, homely environment and good selection of toys and resources that are freely accessible to them. Posters and displays reflect positive images, reinforce learning and give parents information regarding the childminder's practices and the Early Years Foundation Stage. The childminder ensures that she adapts activities to ensure that they meet the individual developmental needs of all the children she cares for, particularly when caring for school age children.

The childminder has worked closely with other professionals and parents when caring for children with special educational needs and when caring for children whose families are in crisis. This has enabled her to ensure children receive appropriate support to enable them to progress within a secure, consistent environment. Links with other early years settings that children attend enable her to offer opportunities to enhance their learning. For example, she has recently laminated pictures with numerals that she has put up in her home.

Before children are admitted parents share information regarding their children's needs, routines, likes and dislikes, skills and next steps in their development. This helps the childminder to support children as they settle and to establish some starting points from which to monitor their future development. Policies and procedures are comprehensive and are shared with parents, thereby, enabling

them to have a good understanding of the provision offered to their children. Their views and opinions are actively sought through the use of annual questionnaires and through feedback on their children's development record. Feedback from parents is positive. They find the childminder reliable, kind, polite and caring. They feel that their children are happy and have fun in the warm and nurturing environment she provides.

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

Well established and meaningful observation, assessment and planning systems provide a personal account of children's time with the childminder. Photographs show them engaging in a range of activities and observations show their achievements that are clearly linked to the six areas of learning. The childminder uses this to plan next steps for children's learning but there is no robust system for tracking or reviewing children's progress towards these.

Children are happy, busy and relaxed in the childminder's home. They enjoy her interaction in their play and she offers them lots of praise and encouragement for their efforts and achievements. Children are respected as unique individuals and build secure relationships with the childminder. The childminder promotes their understanding of, and positive attitude to, differences and similarities of people within the local community and the wider world. She sensitively challenges comments that reinforce stereotypes, has a good selection of toys and resources that reflect diversity and talks to children about differences and similarities they observe. Children enjoy each other's company and younger children are delighted when older children return from nursery.

The childminder is aware that some of the children she cares for prefer to be active in their play and learning. Children are able to choose to play outdoors and the childminder recognises the value of the outdoor environment for promoting all areas of learning. She takes many opportunities to encourage children's understanding of mathematical concepts, knowledge and understanding of the world and to develop their problem solving skills. They greatly enjoy playing in the sand. The childminder skilfully interacts with them, counting how many cups of sand it takes to fill a container or how long it takes the sand to flow through from one container to another. Children enjoy feeling the dry sand going through their fingers and the childminder points out that it is cold. Children smile in delight as they throw a ball to the childminder, counting one, two, three. They slide cars down the slide and the childminder points out that they go slowly, then fast. She describes the different sizes of towers that they build with construction sets and looks at shapes on puzzles.

Children greatly enjoy playing with a wide range of natural materials, giving them opportunities to freely explore and investigate using all their senses. They observe changes as they make jelly, they smell and touch different materials such as pieces of leather, they talk about the weight of pebbles. Children have great fun as they use wooden drum sticks to bang on different sized metal containers. The

childminder encourages them to listen to the different sounds they make and to bang in rhythm to familiar songs. Skills in communication, language and literacy are developed as the childminder chats to the children throughout the day. They repeat objects that she names, share books together and enjoy singing songs and nursery rhymes.

Children develop healthy lifestyles and their large muscle skills. They climb on the climbing frame outdoors, use large play equipment in the garden and at toddler groups and enjoy going to the nature park. They are given encouragement to make healthy eating choices and are given time to enjoy nutritious meals and snacks. Hygienic routines are maintained and children's independence in their personal hygiene is promoted.

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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