

Inspection report for early years provision

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Inspection date	29/03/2011
Inspector	Shirley Monks-Meagher
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 1996. She lives with her husband, adult son and children aged 10 and four years old in the residential area of Duckinfield, Tameside. The family has two pet cats. The childminder uses the whole of her ground floor for childminding purposes, which includes a dedicated playroom. Bathroom facilities are on the first floor and a secure rear garden is available for outdoor play.

The childminder is registered on the Early Years Register to care for a maximum of five children under eight years at anyone time. Of these, two can be in the early years age group. There are currently 13 children on roll, including four early years children. All children attend on a part-time basis. The childminder is also registered on the compulsory and the voluntary parts of the Child Care Register.

The childminder operates her service between the hours of 7am and 6.30pm, Monday to Friday, all year round with the exception of Christmas, bank holidays and a two week family holiday. She is a member of the National Child Minding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children's individuality is recognised and nurtured by the childminder who has a good knowledge of their individual needs, backgrounds, interests and abilities. This leads to effective continuity of care and learning, thus enabling them to make good progress in their learning and development. The strong emphasis placed on valuing children and their families supports the warm, welcoming and accepting atmosphere of the setting. The childminder continually strives to improve her practice, building on her many achievements to further enhance the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop a monitoring system to track children's individual progress from their starting points towards the early learning goals and ensure there are no gaps in their learning.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is given the utmost priority by the childminder. She has a comprehensive knowledge and understanding of child protection issues and

her confidence in the procedures to follow in the event of any such concerns ensures children's welfare is effectively safeguarded. She conducts and implements effective risk assessments minimizing hazards to children and reviews them on a regular basis to meet the changing needs of children. She spends all her time with the children, enabling her to supervise them vigilantly. Premises are kept secure. The childminder seeks and records all legally required information, has clear written agreements with parents and knows who is authorised to collect children from her care. Documentation is well-organised and securely stored to maintain confidentiality. Children are safe and secure with the childminder.

The childminder reflects on her practice, seeks and listens to comments from parents, children and other professionals and makes changes, such as introducing a welcome pack, to ensure all who use her setting will benefit. She identifies and targets areas for improvement which will improve the outcomes for children in her care, such as, systems to identify, promote and support their progress. This consistent reviewing and refining of her practice is significantly improving children's enjoyment and achievements. Since her last inspection she has made effective improvements to her medication records and reviewed her sick child policy accordingly to enhance children's welfare and well-being.

The childminder demonstrates a strong commitment towards promoting equality. She has organised her home and garden to make it accessible and child friendly. She has a playroom completely dedicated to the children which is warm, bright and inviting with activities, toys, resources and equipment that is age appropriate and accessible to the children. Children's work and photographs of them on task adorn the walls. Children recognise themselves and their families in the play materials, books and resources, fostering their sense of belonging and helping them to recognise similarities and differences.

Great importance is placed on meeting children's individual needs. Strong and effective partnerships with parents are a strength of the setting. Systems ensure a two-way flow of information that enables the childminder to provide an inclusive service that respects parents' wishes and views about their child's care. Parents are encouraged to share what they know about their child's development and interests. As a result, the childminder knows children very well and is able to plan activities and tailor support to meet individual care, learning and development needs.

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

Children are secure and confident and enjoy their time with the childminder. Her warm and nurturing attitude towards children enables them to feel confident to share their feelings and thoughts in a safe environment where they develop strong emotional security and a sense of belonging. They develop warm and trusting relationships with each other, the childminder and her family. They know what to expect because there are routines in place. The setting is very well resourced and

children's ability to freely select them means that they make meaningful choices about how to spend their time. They benefit from a rich selection of resources, experiences and play opportunities, enabling them to become inquisitive learners as they explore and discover both inside and outdoors. For example, they watch in awe and wonder at bubbles that are created by a machine, then run amongst them and laugh with glee as they explode on their faces and pop between their fingers as they try to catch them. They are curious about the machine and discover they can stop the bubbles by pressing the switch and start them again by pushing it back the other way.

The designated playroom is rich in print, helping children to understand that words carry meaning. A wide range of mark-making tools, opportunities and an age-appropriate selection of books are available. The childminder talks consistently with the children, introducing them to words and helping them to develop their communication skills. The children confidently make their needs known to her using gestures, signs and simple words or sentences. Children are encouraged to become critical thinkers. For example, when a child is trying to fit a toy into the play microwave oven he tries to shut the door to no avail. The childminder offers words of encouragement but does not intervene. The toy is large but the child perseveres turning it round and round and retrying until he finally manages to fit it inside and close the door. He stands back with pride, a large smile on his face and looks to the childminder for affirmation. She praises him appropriately. Other children concentrate well as they fit buttons into a frame, some sorting colours and making patterns whilst others spend their time filling the frame and then emptying it again, putting all their buttons carefully back in the box. Children learn attitudes, skills and abilities at the setting that will serve them well in their future lives.

Children develop their imaginations through role play and by expressing themselves creatively with a wide selection of media. They make cards for 'Mothers Day' and each is very different. Some children use small fingertip brushes and paint, whilst others add stickers or glue star shapes and mark-make using a variety of crayons and markers. They act out simple scenes with the dolls house and set up the shop outdoors with resources from their outdoor playhouse. They are learning to play together well and share their resources. Children behave in a safe manner as they play together. They understand the boundaries when playing outdoors and when a ball goes behind the playhouse they know they cannot go behind it to retrieve it and ask the childminder who responds immediately.

Children have easy access to the outdoor play area and spend lots of their time playing in the fresh air which promotes their good health. They have a wide selection of stimulating physical play equipment that provides them with physical challenge and enjoyment. As a result, they develop their understanding of the importance of physical exercise as part of a healthy lifestyle. They learn about good hygiene, such as, washing their hands at appropriate times and enjoy healthy snacks and meals, freshly prepared by the childminder.

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and how young children learn. She observes children carefully and keeps very clear information relating to their efforts and achievements in their learning journey records. She matches her observations to the expectations of the

early learning goals and identifies when children need more practice or are ready to move on in their learning. She does not, however, track children's development across all areas of learning to ensure each child is making the best possible progress based on their starting points and monitor the breadth of their learning. This means some children may have gaps in their learning.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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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