

Inspection report for early years provision

Unique reference number	EY334657
Inspection date	05/04/2011
Inspector	Ingrid Szczerban

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2006. She lives with her partner and two children aged one and eight, in the Failsworth area of Oldham. The whole of the ground floor and the first floor bathroom are used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time and she is currently caring for five children, on a full and a part time basis. Of these, three children are within the early years age group and two are aged over eight. This provision is registered by Ofsted on the Early Years Register, and both the compulsory and the voluntary part of the Childcare Register.

The childminder walks to school to take and collect children. She attends a local toddler group and regularly takes children to the park and the library. The childminder 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 needs of children in the Early Years Foundation Stage are met well. Good attention is given to promoting their learning and development. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted very well and children are valued and respected as individuals. Partnerships with parents, carers and external agencies are good. The childminder assesses her provision quite effectively. She identifies areas for improvement and demonstrates a good capacity to continuously improve.

What steps need to be taken to improve provision further?

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

- include parents and children in the self evaluation process.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. All adults in the home have appropriate checks. The childminder has attended child protection training and knows how to report any concerns she may have about children. She also keeps clear records of any injuries which children have sustained at home. Comprehensive written risk assessments

are effectively implemented by the childminder to ensure that children are kept from harm. All potential hazards on the premises and on outings are minimised. For instance, safety gates and electric socket covers are used when children are present. The childminder holds a current first aid certificate, she seeks all necessary written consents from parents and meticulous records of accidents and medication are kept.

The home is clean, warm and well maintained and separate towels are used to prevent the risk of any cross infection. A clear sickness policy is implemented. A myriad of toys and resources are well-organised at a level for the age and stage of each child so that they can access appropriate resources safely and independently. All items used by children are of high quality and in good condition.

Inclusive practice is promoted very well, and equality and diversity are valued. The childminder requests good information from parents before children begin in order to plan for their specific needs and interests to ensure that they settle well. As well as celebrating festivals from around the world children learn first hand about other ways of life because the childminder takes them to visit a home for disabled children.

The childminder manages her provision well and shows a positive commitment to continuous improvement. She has made good strides to evaluate and improve the service she provides. For example, through attending training and meeting with other childminders regularly to discuss good practise issues. She provides joint activities for children with other childminders, such as, outings to the seaside. Advice from the local authority's development worker is followed, as a result the childminder has set up profiles to record children's development. The recommendations made at the last inspection are fully implemented so that the welfare and safety of children is improved. However, parents and children are not yet involved in the evaluation of the service.

Partnerships with parents and carers are good. Parents have access to all of the policies and procedures. They are informed of their child's daily activities verbally at drop-off and collection times and they have free access to their child's development record so that learning is shared between the settings. The childminder has established very good links with the school where children attend, to ensure that individual learning is complemented well.

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

The children make good progress in their learning and development. Accurate observations and assessments are made by the childminder in the development records. These include what children are interested in and what they are learning, and their individual next steps for progression. There are good systems in place to ensure that the six learning areas are consistently covered. The childminder gathers detailed information from parents before children begin their placement in order to plan activities for their individual interests. Plans are used flexibly to follow

the direction that children may wish to take, thereby sustaining their interest and promoting children's self-esteem. For instance, children's pleasure in role play activities is extended by the childminder when she takes the tea set outside and adds water to the teapot for children to pour.

Children are polite, well behaved and get on well together. They display good consideration for the needs of others; the older ones help the younger ones and involve them in their play. The children are happy and settled because the childminder provides a regular routine for them based entirely around their needs. They feel safe and are at ease in their warm and loving relationships with their childminder who provides them with lots of smiles, words of encouragement and practical support. High levels of individual attention are given to children and they are self-assured in their surroundings.

Children learn how to care for their environment as the childminder engages them in helping to tidy away the toys before lunch. They learn very well indeed about how to stay safe because the childminder introduces them to people from the emergency services, such as, the police and ambulance paramedics. The children also regularly practise the fire drill in the childminder's home.

Active, healthy lifestyles are promoted. Parents provide the meals for their children. Through discussions children learn about which foods are good and bad for them, and the childminder provides them with fresh fruit and drinks of water for snacks. Children love to be active and many opportunities for them to run, climb and balance are organised by the childminder, such as, visits to soft play areas and parks.

Children learn very well about themselves and others. They are encouraged to appreciate similarities and differences of diversity, for instance by looking at how people live around the world, supported well by the childminder through books, craft activities, dressing up, music and food. Children communicate well. They listen and follow directions, and the childminder is attuned well to the individual speech patterns of young children.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met