

Inspection report for early years provision

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Inspection date	04/05/2011
Inspector	Denise Sixsmith
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 was registered in 2000. She lives with her husband and 10-year-old son in a terraced house in Atherton, Greater Manchester. The whole of the ground floor is used for childminding as well as the bathroom on the first floor. The rear secure yard is available for outdoor play. The family have a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. The childminder is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. She has an appropriate early years childcare and education qualification and attends local toddler groups and centres.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children's individuality is recognised and fostered in a child-oriented environment. She has a good relationship with parents, ensuring children's individual needs, interests, learning and development are fostered well. Most required records are in place and maintained to a good standard. The childminder has undertaken an evaluation of her childcare provision and identified future developments. Systems to develop relations with others who provide care for the children are at an early stage. The childminder has a strong commitment to improving her development and the quality of the service.

What steps need to be taken to improve provision further?

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

- refine current systems to enable consistent tracking of each child's achievements to better identify learning priorities
- build on the current system to further develop the flow of information of children's learning and development with other providers of the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the childminder has a good understanding of her responsibilities towards protecting and safeguarding children from abuse and neglect. She has recently attended related training and knows the appropriate action to take if she has any concerns about a child's welfare. Risk assessments are clearly recorded and cover all areas of the house, outdoor area and outings. Daily checks are also undertaken to ensure the safety of the children. Children are carefully supervised at all times and the childminder ensures the toys

and materials they use are safe and appropriate for their ages and stages of development. All required records are in place and readily available for inspection. However, one aspect of information with regard to the children's details has not been recorded. Clear, comprehensive written policies and procedures support the delivery of the service to enhance children's safety. The childminder has attended first aid training to enable her to deal appropriately with minor accidents.

The childminder organises her home well. It is welcoming for the children and their families with learning posters and displays of the children's artwork displayed to provide them with a sense of belonging. She has a positive attitude and approach towards diversity and promotes good inclusive practice. Children access a variety of toys and resources that promote positive images of diversity and use these in everyday play. The children also access the enclosed decked area of the secure rear yard or visit the park and local childcare centres as part of their learning environment. The childminder undertakes a self-evaluation of her individual development and the service she provides. Systems are in place for gathering input from parents and others to provide an appropriate evaluation of the service. However, systems for the sharing of information with other settings providing the Early Years Foundation Stage framework are not as well developed.

Partnership with parents is good. They receive a variety of information about the provision during the settling-in process. A variety of notices in the kitchen, as well as ongoing daily dialogue, ensure they are kept well informed about the service provided. Parents state through the childminders regular appraisal reviews that they are very happy with the service that they receive and that they feel confident that their child is safe and well. For example, they comment that 'it is brilliant' and that 'my child is stimulated and given a lovely nurturing environment'.

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

The childminder provides a welcoming and safe homely environment for children where they make good progress in their learning and development. She spends time observing the children at play and records the information to identify the children's next steps in their development. Whilst identified next steps are integrated very well into the planning, the system for tracking children's learning and development is not as well developed. The childminder ensures that the children have a variety of opportunities to develop skills for the future through positive interactions, discussions and access to information and communication technology equipment. Language development is fostered appropriately as the childminder encourages the children to think and reply to her 'what, why and how' questions. Toys and equipment are stored and set out in the living room, mostly at child level so that children can confidently and independently choose their own activities. Children decide that they want to draw in the kitchen at the small table prior to lunch. They then play with the train track after looking at books and listening to a story in the den in the living room. They enjoy messy play and mark-making with the country vegetable mix at the children's centre with the childminder and their friends. Baking, growing vegetables and counting with the magnetic fishing game ensures that children have a good variety of experiences

while they are with their childminder.

Children are well-behaved settled and relaxed in the positive atmosphere. The childminder deals with disagreements calmly, explaining to the children, for example, how they can share and help their friends. She gives lots of praise and encouragement and therefore children are keen to please and proudly show her the pictures they produce. Children are assisted to begin to understand the wider world as the childminder provides regular outings in the community. This gives children opportunities to develop their social skills and engage in a wider range of activities with their friends, for example, playing with the computer at the children's centre. A variety of books and small world toys enable them to learn about difference and diversity. Children are developing their independence well appropriate to their ages and stages of development. Older children attend the toilet and wash their hands independently and younger children delight in their new found self-feeding skills. The childminder promotes children's health by setting good examples and through daily routines, such as hand-washing. She promotes healthy eating by working with parents, ensuring each child has a diet that is nutritious. Individual needs are accounted for so all children have a diet that suits their requirements. Children enjoy their freshly cooked corned beef hash and are reminded to drink regularly, ensuring they remain hydrated. Sleep times are tailored to each child's needs and parent's requests. They are learning the importance of keeping themselves safe through daily routines and activities. For example, they practise evacuation procedures and are becoming aware of what to do in the event of an emergency. During outings they learn how to cross the road safely and how to be safe around dogs.

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	3
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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