

## Inspection report for early years provision

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<b>Unique reference number</b>	EY242929
<b>Inspection date</b>	18/05/2011
<b>Inspector</b>	Denise Sixsmith

<b>Type of setting</b>	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 2002. She lives in Atherton with her husband and their two children, one a teenager and one aged 11 years. The whole of the ground floor and the first floor except for the main bedroom of the childminder's house is used for childminding. There is a fully enclosed rear garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. The childminder also offers care to children from five to 11 years. She is registered by Ofsted on both parts of the Childcare Register.

The childminder has a recognised early year's qualification and receives support from the local authority. She uses her car to transport children to and from school. Children are taken on outings on a regular basis. These includes visits to toddler groups.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, settled and secure with the childminder who provides them with a comfortable and welcoming home. All children are fully valued and their individual welfare needs are supported well through the good relationships that have been developed with parents. The childminder reflects on her practice and uses the Ofsted self-evaluation documentation, demonstrating a commitment to ongoing improvement. Required records are in place, however, some aspects of information have not been updated. Children are supported to enjoy their play and make good progress in their learning and development.

## **What steps need to be taken to improve provision further?**

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

- update the children's details record to include the information about who has legal contact with the child and who has parental responsibility for the child
- update the record of risk assessment to include any assessments of risks for outings.

## **The effectiveness of leadership and management of the early years provision**

The childminder takes a committed approach to childminding and the safeguarding of children. She has clear written policies and procedures that promote a safe and secure environment to support and ensure children's safety and welfare. The

childminder has attended first aid training to ensure she meets requirements and can attend to minor accidents appropriately. The childminder demonstrates a clear understanding of the procedures to follow with regard to child protection. She has produced a written procedure to share with parents and appropriate emergency service contact details are readily available. All required records are in place and up-to-date. However, information about who has parental responsibility and has legal contact with regard to the children is not recorded. A clear risk assessment record is in place for the inside and outdoors of the premises as required, enhancing children's safety. Risk assessments for outings have been undertaken but have not been included in the record. The childminder makes effective use of the space and resources. She is currently providing a one-to-one service on most days of the week for the younger children.

The childminder demonstrates a positive commitment to making ongoing improvements to her service. She has undertaken training and recently achieved a recognised childcare qualification. Recommendations raised at the last inspection have been implemented to improve outcomes for children. She has started to use the self-evaluation process to review her practice and recognises that ongoing use of the assessment system would enable her to continue to enhance the quality of her service. None of the childminder's current children attend another Early Years Foundation Stage provider. However, the childminder understands the importance of liaisons with other providers and has worked in partnership in the past to ensure a consistent approach to children's learning and development.

Good relationships are in place with parents. The childminder provides an inclusive service and gathers information about children's routines, interests and abilities at the start of the placement. A number of the older children have been cared for by the childminder over a long period of time, resulting in a stable and trusting relationship with parents. Parents are provided with clear information about her service and about their children's time with her. They value the care that their children receive and comment in questionnaires that their children are, 'completely comfortable in their childminder's care'.

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

The childminder has taken positive steps to developing her knowledge of the Early Years Foundation Stage framework. She has put in place a learning journey record for each child which contains observations and photos of them engaged in activities. Planning and tracking documentation is in place to ensure children's ongoing development. Children are supported appropriately to develop skills for the future. They learn about numbers and counting through everyday activities as they go up and down the stairs as well as through playing large floor dominoes with the childminder. Children's learning is extended by the childminder. For example, they count how many eyes the baby doll has and how many they have. They enjoy making the sounds they think the animals in the jigsaw make, and ongoing conversation about what is happening and what they want to do next. Children model the childminder as they carefully cuddle the baby doll and pat her back before putting her in the car seat and ensuring that the safety strap is

secured to keep her safe. Children are supported appropriately to develop skills for the future as they learn about the wider world and differences through access to toys and books that reflect diversity.

Children are supported effectively to learn about the wider world. They learn to value the environment through joining in events at local groups, for example, a litter-collecting activity. The childminder provides lots of praise and encouragement to children which boosts their self-esteem. Children are learning responsible behaviour as they are encouraged to share toys and take turns. The childminder provides effective support for children's emotional wellbeing. This is reflected in their behaviour which is good because it is managed in a caring, sensitive way, ensuring children's concerns and needs are fully supported. Children are able to feel safe through the warm relationship they have with the childminder. They are learning the importance of keeping themselves safe through routine activities, talking about crossing roads safely and learning to be safe around dogs. Evacuation procedures are practised from the house to enable children to become aware of what to do in the event of an emergency.

Children benefit from a healthy lifestyle whilst at the childminder's home. Their health is protected because they play in clean premises. The childminder has a healthy menu and provides foods appropriately for each child as discussed with their parents. Activities such as tasting a variety of foods and collecting a plate of fruit and vegetables by colour encourage children to take an interest in foods. Children have ready access to fresh water to ensure they remain hydrated. The childminder talks knowledgeably about children's individual needs and ensures that daily routines support these. Children are encouraged to develop good hygiene practice from an early age as they wash their hands with the childminder after their nappy has been changed. The provision of separate hand towels limits the risk of cross-infection and picture reminders above the sink prompt children to wash their hands.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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