

Inspection report for early years provision

Unique reference number	EY415700
Inspection date	23/05/2011
Inspector	Susan Lyon
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 2010. She lives with her two children in Manchester. 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. The rooms and areas of the house used for childminding are the lounge, kitchen, conservatory, downstairs bathroom and back garden. The provision is registered on Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder has a level 3 childcare qualification. She provides an out of school service from local primary schools. There are currently two children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care. She has a secure understanding of the Early Years Foundation Stage Framework. Children generally make good progress in their learning and development. All children are included and their individual needs are met successfully because the childminder establishes positive links with parents and shares information appropriately, which ensures continuity of care for the children. The childminder demonstrates a strong capacity to evaluate her practice and continually improve the service provided.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to use all of their senses through investigating natural objects and materials.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder has a good understanding of child protection procedures. She is fully aware of the vetting requirements for household members, and parents are well informed of the childminder's procedures. Children are cared for in a safe and secure environment. Detailed written risk assessments of the premises and outings, and extensive measures keep children safe. The emergency escape plan is in place and practised regularly with children. This contributes significantly to children's safety while on the premises. Space and resources are organised well to allow all children to move around safely. All required documentation is in place to ensure the safe and efficient management of the provision. For example, the daily register is maintained and includes children's actual hours of attendance, and the childminder has valid public liability insurance.

The childminder effectively evaluates her practice every day to identify the areas for improvement. For example, she has recently improved the eating arrangements to allow all children to sit together; she now walks to and from school each day instead of using the car and has started taking children to soft play facilities in the local area. These improvements enhance the care, development and enjoyment of children attending the setting. The childminder has a clear vision as she targets plans for future improvement, such as introducing planting and growing tomatoes, strawberries and sunflowers with the children. The childminder is motivated as she loves being with the children. She gives out parent questionnaires and acts on comments received in order to bring about improvements. The childminder is fully committed and attends ongoing training to increase her knowledge and skills.

Children benefit greatly from the childminder working closely with parents. For example, a two-way flow of information keeps parents informed of their child's care and well-being. Parents are welcomed into the setting and new children settle in at their own pace through visits. Parents are fully involved in their child's learning through the sharing of observation files at any time they choose. New parents receive a wealth of information in the welcome pack. This includes a comprehensive range of detailed policies, sample menus and daily routines. Valuable and relevant information recognising the uniqueness of each child is obtained from parents and is used well to provide an individualised service. The childminder has strong links with local children's centres and playgroups providing the Early Years Foundation Stage Framework. She copies and complements activities in order to promote progression and continuity of care and learning. The childminder is not currently caring for any children who have special educational needs and/or disabilities. However, she has a secure understanding of the value of working with other professionals when the need arises to ensure she is meeting children's particular needs.

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

The childminder helps children to learn by consistently interacting with them and skilfully asking questions. She has good knowledge of the Early Years Foundation Stage Framework and provides a colourful and welcoming environment for children. The childminder finds out what the child can do on entry to the setting as she talks to parents and completes a questionnaire. This information enables her to establish the child's stage of development. Detailed observations clearly identify the next steps in children's learning and this information is used well to plan appropriate activities to help each child progress and achieve. However, opportunities to promote their sensory development are limited. Children make good progress in their personal, social and emotional development as the childminder encourages them to do things for themselves. They are active learners as they easily access resources and successfully help to tidy up. The childminder treats children with kindness and, as a result, they have fun and enjoy themselves at the setting. All children fully participate in activities of their choice as the childminder changes or adapts activities to provide an inclusive service. Children's behaviour is managed positively through clear boundaries and explanations, contributing to their confidence and self-esteem.

The children's communication, language and literacy are fostered well. Children frequently make single-word utterances, such as 'pink' and 'mouse'. They respond well to simple instructions and learn that print carries meaning as words and signs are displayed at their eye level. Children's knowledge and understanding of the world is promoted well as they love to be outdoors. They show interest in the world as they go for walks to feed the ducks and look for squirrels. Children show interest in toys incorporating technology as they ably press buttons to operate sound and musical toys. Children gain awareness of the cultures of others through planned themed activities. For example, they look at Chinese writing and eat noodles and cookies at Chinese New Year. They partake in a Spanish day and learn to say hello in Spanish. A good range of play resources, such as ethnic dolls and play figures, posters and books showing different cultures and disability and the displaying of French, German and Spanish words help children become aware of the wider world and encourage discussions that, help children talk about similarities and differences and the reasons for these. This promotes positive attitudes to diversity.

Children develop an understanding of numbers as the childminder asks 'how many ducks can you see?'. Children use number names in singing and babies enjoy action songs where they find their eyes and nose. The childminder helps children to learn how to keep themselves safe through appropriate discussions. Children show they feel safe as they move around confidently. Children benefit from fresh air and exercise every day as they walk to and from school and play out in the garden. They move in a range of ways, such as pedalling bikes, kicking footballs and crawling through tunnels. This develops their physical skills and supports a healthy lifestyle. Good hygiene routines prevent the spread of infection. Children are given healthy choices at snack time, such as fruit and breadsticks, and drinks are freely available throughout the day, keeping their bodies healthy and hydrated.

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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