

Inspection report for early years provision

Unique reference number	EY358611
Inspection date	15/06/2011
Inspector	Mary Wignall
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

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 2007. She lives with her husband and three children aged nine, six and one year. They live in a semi-detached property in Eccles, Salford. The hall, family room, kitchen and toilet on the ground floor and one bedroom with en-suite bathroom facilities on the first floor are used for childminding purposes. There is a rear garden available for outdoor play. The family have pet guinea pigs.

The childminder is registered to care for a maximum of three children under eight years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently has two children on roll both in the early years age range. She is able to take and collect children from the local primary school and she is a member of the National Childminding Association. The house is accessed by a short flight of steps.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The individual needs of the children are met due to the childminder's efficient planning and partnership with parents. They make good progress in their learning as the childminder plans stimulating activities which they engage in fully. Overall policies and procedures are consistently implemented to ensure the children's well-being. The childminder has established self-evaluation procedures which involve both parents and children. The information gained is used to drive quality and continuous improvement.

What steps need to be taken to improve provision further?

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

- improve implementation of the risk assessment regarding gates to the cellar and the fence in the garden.

The effectiveness of leadership and management of the early years provision

The childminder has a confident understanding of the signs and symptoms of abuse and neglect. She ensures parents and visitors to her home understand her priority to safeguard children. For instance, she ensures parents receive a written policy on safeguarding and all visitors sign a visitor's record. Risks assessments are conducted to help keep the children safe both in the home and on outings. She identifies all potential risks, although action taken to minimise risks are not always fully effective. For instance, a gate restricting children's access to hazardous steps and the cellar is not sufficiently secured. A range of policies are effectively

implemented to ensure children's health and welfare. She ensures she has full information from parents including all required written consents, such as, for administering medicine or going on outings.

The childminder has fully engaged in self-evaluation. She has taken time to complete comprehensive evaluations of all areas of her provision. She sets a high standard for herself using information gained in training events to drive improvements for all children. For instance, following training on consulting children she has introduced questionnaires with both parents and children. She uses the information to inform her practice and ensure all children are happy and included. She challenges stereotypes and promotes equality in planned activities and in ensuring children play with resources that reflect a diverse society. Maximum use of the premises means children move with confidence in the home finding toys of interest to them. A full set of clear policies shared with parents offers good information about the childminder, her home and provision. Parents receive an attractive, informative learning journey for each of their children. It clearly shows their learning progress in all areas of learning and actively encourages their comments. She understands the benefits of working in partnership with other provisions the children may attend and works to make any transitions smooth and fully supported.

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

The childminder uses her own observations and parents' comments to start planning relevant and exciting activities for each child. Children's files are regularly updated with observations, photographs and written observations. She uses this and regular summaries of their progress to date to help track and plan for each child's learning and development. As a result she has a good knowledge of their learning progress and individual learning styles. She has realistic and challenging expectations of each child. She asks open questions encouraging children to think and problems solve. For instance, she asks how many items they may need or what colour they have missing on their colourful model of a character from a book they have all read and enjoyed. The children look forward to healthy snacks and drinks, such as, fruit and home made banana bread. They anticipate good hygiene routines as they independently use the bathroom after playing with pets and sand in the garden. The childminder's calm and consistent manner and clear explanations mean the children are confident taking risks and are developing a good understanding of keeping themselves safe. For instance, they climb up to their chairs eagerly to join in activities at the table. The childminder explain the dangers of standing on their chairs as they reach across the table. The children listen to the childminder playing cooperatively together. The children learn about the wider world by reading stories from different parts of the world. The childminder extends their understanding by using story sacks of relevant resources and role play to bring the stories alive to the children.

Children enjoy their activities as they develop skills for the future. The childminder promotes children's communication and numeracy skills in planned and everyday routines. For instance, she asks them to choose their favourite coloured bowls and

cups and asks how many pieces of apple are left. In craft activities she asks children how many pieces of collage paper they need to stick on their model. She encourages them to grab different amounts asking if they need more or less developing their problem solving skills. The childminder encourages the children's interest in books. Children independently choose to sit and look at the pictures enjoying their bright colours and familiar characters. The childminder has made labels with each child's name on for them to see and begin to recognise their names. She helps them find their own name and picture and displays them on a low level board. The childminder's playful interaction motivates and engages children in their activities. She talks to them about the glue they are using noticing how it dribbles onto the paper. The children learn about technology in planned baking sessions or as they play with electronic games and toys. In the garden the childminder explains why the sand is too coarse to turn the wheels of their toy. She explains the different properties of 'wet' and 'dry' as the children explore the sand with keen interest.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----