

Inspection report for early years provision

Unique reference number	EY394275
Inspection date	19/07/2011
Inspector	Ingrid Szczerban

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 2009. She lives in the Swinton area of Salford, in Lancashire. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is an enclosed rear garden available for outdoor play.

The childminder is registered to provide care for a maximum number of six children at any one time. She is currently caring for four children who all attend on a part-time basis; three of them are in the early years age group. She takes and collects children from school and regular outings to children's groups and to the park are features of the routine. The childminder is qualified to level 3.

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 meeting the learning and development needs of children. Children take part in a wide range of activities and make good progress in all areas of learning. The children's welfare needs are met well. Inclusive practice is promoted satisfactorily and children are valued and respected as individuals. Partnerships with parents are good. The childminder assesses her provision 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:

- extend further the children's experience of diversity to include music and foods from around the world on a regular basis.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The childminder has appropriate checks and a very good understanding of how to report any concerns she has about children. Written risk assessments are effectively implemented to ensure that children are kept from harm. For instance, a safety gate is used at the bottom of the stairs and the childminder fastens the harness on the booster chair so that children are kept safe. All potential hazards on the premises and on outings are minimised. The childminder holds a current first aid certificate and seeks all required written consents from parents. For example, she has prior consent to give medication and to seek any necessary emergency medical treatment or advice, should the need arise. She also telephones parents before giving children any medicine which is not

prescribed.

The home is clean, warm and well maintained and good hygiene practice, such as using separate towels, protects children from the risk of any cross-infection. A clear sickness policy is implemented. Toys are stored at child-height and can be accessed freely. Inclusion and diversity are promoted satisfactorily. The childminder finds out about each child in order that she can successfully provide for their individual care and they feel welcome. The toys and books that children use reflect diversity and some festivals are celebrated so that they begin to appreciate similarities and differences. However, foods and music from around the world are not regular features of the provision.

The childminder assesses her provision well and makes improvements. For instance, since becoming registered the childminder has become a qualified practitioner to level 3; she has completed further training, in safeguarding, food hygiene and health and safety. She meets with other childminders to discuss good practice issues and feels she has improved the quality of her interaction with children as a result. Additional resources, such as outdoor equipment, games and jigsaws have been bought for the children. Good account is taken of the views of parents. They make very positive comments about the childminder in questionnaires. The children are consulted when planning activities to follow their interests and the childminder takes note of what babies enjoy to plan their activities.

Relationships with parents are good. All the policies and procedures are shared with parents, daily discussions take place and the children's development files are shared with parents each day as they are sent home. The parents are invited to make comments in these records and regularly do so. The childminder and parents work in harmony to extend children's development between the settings. For example, they both promote healthy eating habits to help children to thrive. The childminder has established good links with the school where children attend to ensure that individual learning is complemented. To support the children she attends special school assemblies and takes along the younger children who really enjoy them.

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 and she knows their next steps for progression. The childminder uses detailed information from parents before children begin their placement, to help them settle in she initially follows home routines. As she gets to know the children better she plans activities tailored to their preferences. For instance, one child is very active and so she makes sure that daily outings are organised.

Very good practices are employed to ensure that children learn how to keep

themselves safe. For instance, the childminder teaches children about road safety and she regularly practises the fire drill with them. Two-year-olds are able to use the stairs safely because the childminder has taught them how to come down backwards.

The children are very 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 well behaved and self-assured in their surroundings. The childminder's home is child-orientated and organised very well so that children can be independent and choose their preferred activities.

The childminder gives well balanced nutritious foods to the children. They eat healthy meals, such as homemade shepherds pie and she limits the amount of sugary foods she gives them. Children enjoy being active. They learn to run, climb and balance using equipment in the childminder's garden and on frequent outings to parks and adventure play centres. The childminder adheres to children's routines for sleep times so that they remain healthy and wake refreshed after daytime naps.

The childminder plans activities and uses everyday situations to enhance children's understanding of shapes and numbers. Children learn quickly that a telephone box is a rectangle and when asked, they point confidently to a hexagon shape on the wall. Children communicate well and the childminder talks to them all the time about what they are doing. Their language and literacy skills are fostered well by the childminder. She enhances their love of books with regular trips to the library where they listen attentively to story time sessions. Children's free artwork and mark-making examples are prominently displayed on the wall in the kitchen. So children learn that their efforts and achievements are valued.

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	3
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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