

Inspection report for early years provision

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Inspection date	01/08/2011
Inspector	Shirley Monks-Meagher
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 2011. She lives in the Failsworth area of Manchester with her husband, two adult daughters and her eight year old daughter. The whole of the ground floor and the small front bedroom is used for childminding with bathroom facilities on the first floor. There is a secure rear garden for outside play.

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 two children in this age group. She also offers care to children aged over five years to 11 years. In total, there are two children on roll. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to local toddler groups regularly. She is a member of the National Childminding Association

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a satisfactory knowledge, overall, of how she promotes children's learning and development, although, her systems of assessment are not yet sufficiently well developed. The children's individual welfare needs are met, thus, promoting their well-being and keeping them safe. She builds sound relationships with parents and other carers but there are omissions in the information she gathers, particularly about children's learning and development. The childminder has introduced systems of self-evaluation to monitor and improve the quality of her provision, however, this has not yet had a significant impact upon the outcomes for children because it is not critically evaluated, prioritised and targeted for action. The childminder does, however, demonstrate a satisfactory commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- match observations to the expectations of the early learning goals to improve the identification of children's next steps; further develop systems for establishing their starting points to enable effective monitoring of their progress towards the early learning goals
- develop further the relationship with other Early Years Foundation Stage providers, particularly about children's learning and development, to ensure consistency for children
- develop further the system to monitor and evaluate the quality of the

provision to ensure good outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from the risk of abuse or neglect because the childminder has a detailed policy which explains her responsibilities. She has undertaken basic safeguarding training and is aware of her role in referring any concerns she may have about children's welfare and well-being. She has the relevant information on file to enable her to take appropriate action if necessary. Children are cared for in a safe and secure environment because effective risk assessment takes place and sensible policies and procedures are followed to ensure children are only with suitable adults. For example, Criminal Records Bureau checks are undertaken and children only leave with named persons. Written agreements and records are in place for each child she cares for and these include the relevant information she is required to obtain. Children access adequate toys and resources, such as, books, small world toys, dressing-up clothes, construction and mark making equipment. The children's play materials include positive images of the diversity of the wider world and they engage in activities that reflect other cultures and this is helping them to develop positive attitudes towards others.

The childminder builds positive relationships with parents. They are kept informed of her practice in a number of ways, such as, daily discussion, written policies and displays in her entrance porch. She exchanges information about children's activities and well-being and parents and carers are encouraged to share what they know about their children, thus, ensuring children's individual welfare needs are met and supported. These discussions, however, do not focus sufficiently on children's learning and development to enable her to establish children's starting points. The childminder has established contact with the local nursery in order to be able to offer consistency for children who attend both settings. They are sharing information about children's welfare and well-being but not, as yet, about learning and development.

The childminder has started to reflect upon the quality of her provision and practice and has sought input from the parents through a simple questionnaire. Her self-evaluation procedures demonstrate her commitment to improving positive outcomes for children and realistically identify her areas of strength. However, they are not yet self-critical enough to help her to prioritise, target and action plan the areas of development to support her commitment fully.

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

Children are settled and secure in the childminder's care. They make satisfactory progress in their learning and development because the childminder has an overall understanding of how children learn and develop. She offers resources that

promote their curiosity and keeps a record of what the children do and know. She links her observations to the areas of learning and includes next step information which she uses to plan their future learning. However, the observations are not evaluated and assessed against the expectations of the early learning goals to reliably identify what they know, understand and can do and ensure that their next steps in learning build on their achievements and challenge them appropriately. In addition, she is unable to monitor children's progress effectively because her records do not include children's starting points.

Children are developing their confidence and sense of belonging with the childminder because she praises their efforts and displays their work on her porch walls. She talks to them sensitively to encourage their language development and books are accessible and enjoyed by the children, both independently and when the childminder reads them a story. They are developing favourites and join in enthusiastically with well known phrases, such as, 'we can't go over it' and 'we can't go under it.' Their actions demonstrate their developing understanding of positional language as they act out their words with their arms. Children develop manipulative skills as they learn to use mark making tools, paint brushes and glue sticks. Stacking rings, nesting boxes and construction sets are developing and increasing children's ability to problem solve. Children are able to express themselves as they play with small world play, such as, cars, a small car wash and a garage, developing skills to help them in their future learning. Trips out teach children about their community and gardening activities provide opportunities for them to learn about the world around them. Children learn to play together and socialise and the childminder helps them to understand about sharing resources. They are developing their independence skills as they learn to use the toilet, feed themselves, make choices and explore their environment.

Children's health is promoted. They play outdoors in the fresh air everyday and follow sensible hygiene routines, such as washing their hands before they handle food. The childminder ensures her home is clean and follows sensible procedures when children are poorly to prevent the spread of infection. She provides appealing healthy and nutritious meals and snacks which help children to gain an awareness of healthy options and develop positive lifestyle habits. Children learn to keep themselves safe because the childminder talks to them about road safety and explains why they should not run indoors or climb on the furniture. Frequent fire drills are helping children understand how to leave the house safely and quickly in an emergency. Children are developing trusting relationships with the childminder who is warm and nurturing towards them, which makes them feel safe with her. Children behave well in the childminder's care, responding to her attention, encouragement and praise.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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