

Inspection report for early years provision

Unique reference number	EY278563
Inspection date	19/08/2011
Inspector	Anne Drinkwater
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2004. She lives with her husband and daughter, who are also registered childminders, in Rusholme, Manchester. The whole of the ground floor and the front bedroom on the first floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child under five years full time, one child under five years part time and four children over five years after school. The childminder walks to local schools to take and collect children and attends local parent and toddler groups.

The childminder supports children who speak English as an additional language, 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 ensures children are cared for in a happy, welcoming environment in which children's welfare is promoted. Appropriate measures are in place to ensure children play in a safe and secure home environment. Her co-minder maintains most of the required records and procedures to ensure consistency. The emerging links with parents and other settings the children attend help to build positive relationships. Systems to evaluate the practice are in their infancy, but the childminder and her co-childminders verbally identify their strengths and have a willingness to address identified weaknesses.

What steps need to be taken to improve provision further?

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

- improve further the information given to assist planning, observations, assessments and tracking so they can be used to incorporate children's initial starting points and next steps to assist in planning challenging learning and development experiences to all children, and enable parents to contribute to their children's learning and development
- develop systems for linking with other providers of the Early Years Foundation Stage to ensure continuity and consistency of the children's learning needs
- update the knowledge of procedures regarding safeguarding and allegations against the registered provider or a member of the household.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear commitment to safeguarding children; however, she is not clear about the procedures to follow should she have a concern. Consequently, children are not sufficiently safeguarded. That said, all adults in the home have the necessary clearances and she ensures the home in which children are cared for is safe.

Although the responsibility for sharing information with parents lies with her co-childminder, the childminder has an understanding of the need to work closely with parents and is confident to approach parents when necessary. She ensures parents are provided with daily verbal feedback to keep them updated of children's individual care and play, and all relevant permissions are in place. Her co-minder's records regarding health needs, preferences and routines, and help the childminder to provide individual care. Daily registers to record children's arrival and departure times are accurately completed. All children have a portfolio of photographs and some details of children's progress towards the early learning goals. However, systems to include information sharing about children's learning at home and involvement in their children's learning have not been established. In addition, consistent information sharing for children attending other settings is not yet in place to ensure consistency of learning and development needs.

A good supply of age-appropriate play resources are easily accessible to children from low-level boxes and shelves. Equality and diversity are promoted through the toys, books and resources available to all the children, and these help to develop the children's awareness of diversity and inclusion. In addition, the childminder has a positive attitude to inclusive practice and recognises the uniqueness of each child.

Good arrangements are in place to promote children's health and prevent the spread of infection. The childminder ensures that she maintains a current first aid certificate, which will enable her to give appropriate care and act in the child's best interest if there is an accident, although her co-childminder takes overall responsibility for ensuring that all documents are kept appropriately.

Although the childminder has not addressed any formal self-evaluation, she is informed of her co-minder's research and updated practices to help make improvements to the service on offer. The recommendation raised at the last inspection has been adequately addressed, which has resulted in improved outcomes for children's safety. This demonstrates the childminder's capacity to raise standards and maintain continuous improvement.

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

Children are happy and settled and relate well to the childminder and her family. The childminder knows them well, which helps them feel secure and welcomed.

They have a dedicated playroom from which they can access resources covering all areas of learning. Play routines are flexible and mostly follow the children's own ideas and interests. The childminder contributes to her co-minder's reflections in order to identify areas for further improvement. She contributes to discussions about the activities of the day and how these can be used to build on children's skills and interests. The childminder has an understanding of children's individual needs and interests and verbally adds information to be recorded in the children's portfolio. However, these are not always linked to areas of learning or do not identify children's next steps in order to plan challenging experiences for the children.

Children relate well to the childminder and her co-minders. They are well behaved and interested in their play. They can freely select from a range of resources and equipment which reflect positive images of different cultures, ethnicity, gender and disability. This helps to develop children's understanding of others. The childminder, when required, works with her co-minder's to supervise children when out on trips. The childminder gives the children space to develop their independence, while at the same time remaining close to offer any support. She engages the children in the activities provided and demonstrates a good awareness of how to encourage their participation and development by using effective questioning techniques during play or routines in order to extend children's learning and vocabulary. Opportunities are provided throughout the day for the children to use various tools to develop skills to control and manipulate smaller objects. Children have resources which enable them to explore sand and water, and to colour, paint and stick with to create their pictures. Children enjoy a good variety of role play and small world resources to develop their imaginations as they select foods and utensils, and role play their favourite fairytale characters. Children's computer programmes help the children develop their hand-eye coordination and skills for the future. Children have everyday opportunities to play in the garden on the trampoline and swings, helping to promote their physical development. In addition, trips out into the community give opportunities to explore a wider range of activities and the company of their peers, enhancing their personal, social and emotional development.

Children's good health is very well promoted. Presently, parents provide the children's meals, although the childminder would prepare healthy nutritious meals upon request. Activities to help children learn about healthy eating increase children's understanding of the benefits of a healthy diet in maintaining their good health. They increasingly follow her expectations and gain self-esteem through the use of praise and encouragement.

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

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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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