

Inspection report for early years provision

Unique reference number	EY421989
Inspection date	26/08/2011
Inspector	Wendy Fitton
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 with her husband and daughter aged 17. There is a family cat and a rabbit. The premises are situated in the Newhey area of Rochdale in Greater Manchester. The whole of the property is used for childminding with the exception of the main bedroom and the daughter's bedroom on the first floor.

The childminder is registered to care for a maximum of six children under eight years of whom no more than three may be in the early years age range. There are currently seven children on roll of whom six are within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder has a Cache Level 3 Qualification in Childcare and Education and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge and understanding of meeting children's individual needs. The planning, observations and assessment procedures for individual children as they progress towards the early learning goals are effective. There are strong relationships with parents to engage them in aspects of the organisation, and keep them up to date and informed of their children's routines and progress. Required policies and procedures for the safe and efficient management of the provision are in place, and fully support children's safety and well-being. The system for self-evaluation to identify priorities for future targets and to maintain continuous improvement to the provision and the outcomes for children is developing.

What steps need to be taken to improve provision further?

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

- develop a culture of reflective practice and self-evaluation to identify strengths and priorities for development that will further improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded because the childminder is aware of her role and responsibility to protect children from any harm, and follows the local procedures. Children are safe and secure in the premises and the deployment of

resources are good. The environment is planned to enable the children to move freely and use safe and suitable equipment, furniture and toys to support their development and learning. The childminder has paid attention to all necessary safety procedures and has written consents from parents for the administration of medication. Policies and procedures to maintain children's health, safety and well-being are in place. The childminder ensures that children are safe in the home environment and when on outings through robust risk assessment procedures and through the implementation of effective health and safety policies. Children understand the importance of keeping safe as they are reminded not to run about in the house and follow road safety procedures. Children understand that some areas of the house are inaccessible and to evacuate the premises quickly if they hear the smoke alarm.

The childminder shows strong commitment to supporting and enabling children to develop and learn and is actively using the Early Years Foundation Stage Framework documents. She has made links with the local network of childminders and she shows good understanding of the importance of partnership working to fully support and complement children's learning and development needs. For example, she has fostered good relationships with the local playgroup and speaks daily to the children's key workers. The childminder liaises with her local support childminder and is involved with health visitors and speech therapists. She recognises some strengths and weaknesses and continues to evaluate her provision to make progress on what she has accomplished so far to maintain standards. She is currently working towards her accreditation in order to provide funded nursery education for three- and four-year-olds.

The childminder has a highly positive relationship with parents. They are valued as partners and are warmly greeted and included. Parents are informed about the organisation of the childminding. For example, she communicates with them when they drop children off and provides a daily diary sheet to keep parents up to date with activities and routines. Parents receive a newsletter and access the policies and procedures. The childminder receives positive feedback from parents about her provision through the evaluation questionnaires. For example, parents state that the children look forward to attending and that they have blossomed within the friendly, warm environment. Parents comment on the childminder's high standard of care and the fact that children participate in lots of activities and trips out. All families are welcomed and included in the organisation. Children have easy access to all toys, activities and facilities and learn about their local community and differences in people around them.

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

Children are very happy, secure and confident as they enjoy their time in the childminder's care. She has created a very calm, welcoming, child-centred environment where children are well supported and encouraged to learn. She talks to and reassures children throughout the day and works to a flexible routine so children feel a sense of belonging and have all their welfare needs met. The

childminder has a good knowledge of child development and provides a wealth of experiences and learning activities. Children participate in trips to local centres, to the parks and places of interest. The children lead their own play through free access to toys that they choose from around the environment and the childminder plans various activities linked to a seasonal theme or festival. The childminder responds to the children's interests and communicates with parents about what children like to do and their routines. She identifies children's strengths and observes them during their activities, takes a photograph and then cross references with the Early Years Foundation Stage curriculum guidance; to inform parents of how their children are progressing and the next steps for their learning.

Children develop their personal and social skills and learn about expected behaviours. They talk about their own feelings and become aware of different attitudes and about treating each other with respect. They socialise at toddler groups and build up positive relationships with each other as they share and take turns and work together as a team. They develop their communication skills with the telephone and become aware of being able to communicate without seeing someone. They visit the library and choose books and have full access to a range of books in the home environment. Children enjoy outdoor activities in the garden and when walking to local places of interest. They use different toys and equipment to develop their fine and gross motor skills with bats and balls, push along and walker toys and threading toys. Children discover and explore different mediums with jelly, making model elephants, investigating play dough and creating their own scenarios with role play toys and dressing-up clothes. Children gain knowledge and understanding of the world and their environment as they learn about growing and changes to leaves, flowers and plants. They learn about what is happening in the world as the childminder discusses any media coverage. Children learn about different cultures and lifestyles through books, meeting with different people in their community and being involved in special celebrations and festivals. Children problem solve with sand and sieves, they find out how things work and how to operate simple technology toys. They count and use size, shape and number language during their everyday situations, they work out how to put their safety harness on in the car, they count, sort and categorise different objects and shapes during their play.

Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. Children learn to think about their own behaviour and how this affects others. They are distracted and made aware of any unwanted behaviour. Children play well together and share toys, negotiate their ideas and work together as a team. They understand the importance of keeping safe and feel safe and secure in the setting. They are happy and content in the childminder's home as they play happily and comfortably asking questions and chatting. Children are provided with a healthy balanced diet according to their individual dietary needs, likes and dislikes. They learn about being healthy and active as they go out and about in all weathers and attend local activity sessions.

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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