

Inspection report for early years provision

Unique reference number	EY418409
Inspection date	08/09/2011
Inspector	Angela Rowley

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 2010. She lives with her husband and two children aged eight and three years in the Astley area of Greater Manchester. The whole of the ground floor is used for childminding and access is provided to the bathroom and toilet on the first floor. There is an enclosed back garden for outdoor play. The family have a dog and cat.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding one child in this age group on a part-time basis. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She 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 operates a very well organised provision, which meets all requirements and effectively promotes children's care and learning. Children are very happy, well supported and make good progress as the childminder provides a broad range of interesting activities and experiences to help them achieve their next steps in almost all areas. She knows each individual very well because she works very closely with parents and other professionals to provide effectively for children's continuity of care and learning. Through continual reflection the childminder has a clear understanding of the strengths and weaknesses of her setting. She is highly motivated and has some appropriate plans for the future, which are likely to further develop the quality of the provision for children.

What steps need to be taken to improve provision further?

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

- develop a systematic approach to using observations and assessment to plan learning priorities and activities which are tailored to each child's learning
- develop self-evaluation processes and use opportunities for continuous professional development to help further improve the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

The childminder has a clear awareness of safeguarding issues through training and through the development of an extensive range of associated policies, procedures and documentation, which are clearly linked to guidance from her Local Safeguarding Children Board. Comprehensive risk assessments of the premises and

outings inform thorough practices. For example, the childminder conducts an assessment of the risks associated with each room of the home which inform daily, weekly and monthly checks to be undertaken. She meticulously conducts these checks and keeps detailed records to evidence this. Consequently, the environment is safe and this gives children a clear sense of safety and security in the setting. Risk assessments for each and every outing are in place and are thoroughly considered. The childminder takes an emergency information fob on outings with her, which details emergency contact numbers and parents written consent to seek emergency treatment in case it is ever needed whilst she is out. The childminder promotes children's health and well-being securely. She routinely takes children out to ensure they receive fresh air and exercise, and she consistently implements and encourages a healthy lifestyle. She holds a current paediatric first aid certificate and an award in health and food hygiene.

The childminder provides a welcoming, inclusive environment where every child matters. She promotes a sense of value for all and helps children understand the world they live in by providing some attractive pictures of different cultural celebrations and languages along with toys and equipment which promote positive images of diversity. Children's photos and artwork are attractively displayed in her home, alongside those of her own family giving children a clear sense of belonging. She makes the most of community links to provide better outcomes for children. For example, she makes use of the children's centre, childminding network, soft play centres, parks and local fields. Space is used imaginatively both inside and outside. The lounge provides a wide range of play opportunities and resources, which children access independently and children routinely access opportunities for exploration on the outdoor decking area.

Right at the start each individual child's needs and preferences are established with their parents through a well planned settling-in process. Partnerships with others, for example health visitors, are also established to ensure continuity in children's care and development. The childminder keeps parents very well informed of what their children can do through routine access to their child's Learning Journey records supported by assessment reports of the progress they are making. She uses what parents know about their child's interests to provide relevant activities for each individual. Newsletters to parents help keep them well informed of the themes of activities being undertaken to they can continue to support learning at home. Her relationships are secure and founded upon good two-way communication. She provides an extensive range of policies and procedures on disc, which ensure parents know how the setting operates. Parents provide feedback on their child's progress and express their satisfaction with the individual service they receive. Typical comments include 'we feel reassured that he is having a fun time on a little adventure we are grateful for all the effort put into cooking vegetarian meals'. Their highly positive comments are used to inform the childminder's self-evaluation.

The childminder's continual reflection results in a continuously developing setting, which promotes consistently good outcomes for children. She is conscientious and motivated and has worked hard to establish clear systems that help her provide a well organised childminding service that meets every child's needs. She accurately recognises her strengths as being the organisation of her provision along with the

welcoming and stimulating environment and provision to promote children's learning. She is very aware, however, that this can be even more effective by using a more systematic process for observing what children can do in order to plan for their learning in a more focussed way. The childminder's systems for monitoring and developing her provision and her knowledge are, however, narrow as yet, and this means she occasionally overlooks providing for specific aspects of an area of learning and opportunities to develop the provision even further.

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

The childminder's secure knowledge of how children learn through play along with the learning, development and welfare requirements, promotes good outcomes for the children. Clear and routine planning ensures the children receive a wide range of opportunities for play and exploration. Activities are well matched to children's learning needs and individual interests because the childminder knows them very well and uses information provided by their parents. She observes and evaluates children's learning securely and uses her written observations to form summative assessments of the progress they are making. This ensures she has a clear awareness of the next steps planned for individuals, which helps them to make continual progress. However, at present, the childminder does not systematically use her observations to assess children's achievements across the different aspects of each area of learning. This impacts on how quickly she is able to identify gaps in achievement or provision for children's learning, particularly in the areas of problem solving, reasoning and numeracy and creativity. Consequently, children make better progress in some areas of learning than others.

The welcoming, play centred home successfully promotes active learning and helps children develop the skills they need for the future. They access a wide range of good quality play materials. Consequently, children are able to direct their own play and follow through their own ideas, thus becoming independent thinkers and learners. The childminder adapts and extends equipment based on children's current stages of development and the things which interest them. As a result, they enjoy their time in the childminder's care and engage very well. For example, children spend sustained periods looking at pictures of aeroplanes and air transport vocalising their interest in what they have found. In response to the child's interest the childminder recently made a wall display of pictures and artwork of the themes children are interested, such as a sky with aeroplanes and hot air balloons in to support and extend their learning. She then took the children on an outing to a local airfield to watch real aeroplanes and helicopters. Children's interest in nature and the environment is extended when the childminder uses her garden and her local environment to explore and investigate. Children find items that match with those on their picture cards, for example, a ladybird or six daisies. They use their local supermarket to play 'fruit finders' where they find items such as a watermelon and a marrow. Opportunities for exploration are rich. The childminder provides natural materials in play. They make marks in messy play trays filled with shaving foam or paint and they play with their diggers using sand, stones and shells. Children are encouraged to use their senses, for example they are encouraged to listen to noises around them, to smell the differently scented socks and hang them

on the line, and to touch the cold play dough that has been stored in the fridge.

The childminder devotes her time to playing with the children and she speaks and sings with them continually. A wealth of attractive materials, including communication friendly spaces, promotes the children's interest in books, words and pictures. Children freely access mark-making tools and equipment, including wall mounted chalk boards on the decked area outside. Inside, the print-rich environment helps them learn about writing for a purpose. Children's self-esteem is high as the relationships with their childminder and each other are very positive. They frequently laugh and have fun together. Children feel safe to move around freely in the childminder's home and they take part in activities which help them learn about keeping themselves safe. For example, they regularly take part in emergency evacuation practices. They learn about being healthy through good routines, which promote healthy lifestyles. Meal and snack times are well organised and used as a positive occasion of social sharing. Children are very well nourished as the childminder provides home cooked meals using a wide range of fresh fruit and vegetables. They freely access drinking water in their own individual cups and from an early age they clean their faces with their own individual flannels after eating. Children spend time outside in the fresh air everyday as the childminder uses her garden effectively to promote children's welfare and learning in all areas. Physical exercise enlivens children at the start of everyday when the childminder does 'wake up' music and movement type activities with them. Children also play vigorously in the garden using large equipment and during visits to, for example, local soft play centres.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met