

Inspection report for early years provision

Unique reference number	500380
Inspection date	14/09/2011
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 2000. She lives in the Moston area of Manchester with her partner, three adult children, 15 year-old daughter and nine year old son. The whole of the ground floor is used for childminding purposes and includes a dedicated playroom with toilet and hand wash facilities available on the first floor. The children also have access to a secure rear garden for outdoor 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 four children in this age group. She also offers care to children aged over five years up to 11 years. In total she has nine 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 takes and collects children from the local school and visits local toddler groups. 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 offers a warm and enabling environment for all children. The stimulating range of activities and experiences offered enables children to make good progress in their learning and development. Positive links with parents and others involved with the children means appropriate information is shared to help support children effectively. The childminder takes responsibility for ensuring the required documentation is in place to support children's welfare and well-being. Self-evaluation underpins on-going development but is not yet fully inclusive.

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 monitor children's progress, identify their next steps and plan challenging future learning
- widen the self-evaluation procedures to enable others, such as parents and children, to contribute their views.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder has a secure knowledge of child protection procedures. She has a clear understanding of the possible signs of abuse and how to respond if she has concerns about a child in her care. She is fully aware of her responsibility to safeguard children from people who have not

been vetted. All areas, both inside and outside of the home, are consistently risk assessed to ensure hazards to children are effectively minimised. The childminder has completed, and frequently reviews, detailed risk assessments for her home, her garden and places visited while on outings. The provision is well-organised with all the required records maintained to support children's safety and welfare. Policies and procedures are shared with parents to keep them informed of her practices and responsibilities.

Resources are effectively arranged, creating enabling environments for children to play and learn. Many toys are stored at the children's level so they can self-select and this fosters their initiative and enhances their independence skills. The childminder actively promotes equality of opportunity, providing activities and resources that reflect diversity, helping children to understand about the wider world. They celebrate festivals and meet children from various backgrounds at the local toddler groups.

Parents are well informed about the setting through a range of policies and procedures and information about activities their children participate in. In addition, they are kept up-to-date about their children's progress through discussions and access to their developmental record books. As a result, continuity of care and progression towards the early learning goals is enhanced, benefitting the child. The childminder has developed good relationships with the local school and this enables her to ensure that children who attend both settings enjoy continuity and consistency in their learning and development.

The childminder reflects upon the quality of her provision and practice, but does not currently seek the views of parents and children so that she can ensure improvements benefit all users. Her self-evaluation demonstrates her commitment to consistent improvement as it successfully identifies what she does well and areas for development, such as next step information and planning for individual learning. The childminder has robustly addressed the recommendations made at her last inspection. The action taken has significantly improved children's opportunities to express their individual creativity and play and explore using all their senses. They are developing positive attitudes about a wider society, their well-being is better protected through comprehensive record keeping and their understanding of safety routines, such as emergency evacuation is raising their awareness of how to manage risks. The childminder also attends training to develop and up-date her knowledge and skills. This effectively impacts on her ability to maintain continuous improvements to benefit children in her care.

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

Children are happy and secure in the childminder's care and enjoy a range of activities and opportunities which enable them to make good progress in their learning and development. The childminder has a secure understanding of the Early Years Foundation Stage and how young children learn. She makes sensitive observations of children's abilities, keeping clear records relating to their efforts and achievements in their development files. However, she does not fully monitor

what she knows about each child to help her to identify and plan individual support and challenging future learning to enable each child to make the best possible progress.

Overall, their learning is enhanced through an effective balance of adult-led and child-initiated activities and experiences. The playroom is well resourced and children's ability to freely and independently select toys and activities encourages them to make meaningful choices about how they spend their time. Children benefit from this rich selection of play opportunities enabling them to become inquisitive learners as they explore and discover both inside and outdoors. For example, they are excited when they mix the paints together and it produces new colours or when the yellow flowers on their plants turn into tiny green tomatoes.

The childminder has a warm and nurturing attitude towards the children enabling them to feel confident to share their feelings and thoughts in a safe environment where they develop strong emotional security and a sense of belonging. They are developing warm and trusting relationships with each other, the childminder and her family. Children readily approach her for comfort or respond to her with smiles. The childminder offers them encouragement and lots of praise fostering their confidence and self-esteem. They know what to expect because there are routines in place. Good, age-appropriate strategies are used to effectively manage children's behaviour resulting in children beginning to understand the consequences of unacceptable behaviour to others. This is evident in their good behaviour. They are developing a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of play materials and activities which promote a positive outlook of the wider world.

The childminder shares her time effectively between the children, consistently playing and talking with them. This is enhancing children's speech and developing their vocabularies. It is further enhanced through many opportunities to enjoy stories, handle books independently and sing simple nursery rhymes and action songs. They enjoy looking at and discussing photographs of past events, such as their birthday parties and making cakes. This fosters their recall skills and helps them to become aware of time lines, for example past, present and future. Children solve their own simple problems because they are becoming critical thinkers. For example, babies enjoy wooden nesting boxes, lifting them in and out to find out how they fit together. Toddlers sort and post shapes, fit foam numbers into the correct tiles or count out their play materials, such as marker pens. The children are developing skills and attitudes which will support them well in their future learning.

Children have easy access to the outdoor play area and spend lots of time playing in the fresh air to promote good health. They have a wide range of stimulating physical play equipment which provides them with both physical challenges and enjoyment. As a result, children are refining and coordinating their movements and developing their understanding of physical exercise as part of a healthy lifestyle. They learn about good hygiene routines, such as washing their hands at appropriate times to remove germs. In addition, the childminder follows stringent nappy changing procedures which minimises the spread of infection. Children enjoy healthy snacks and meals freshly prepared by the childminder and which

help them to recognise healthy options, such as vegetables, fruit and fresh drinking water.

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