

Inspection report for early years provision

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Inspection date	28/09/2011
Inspector	Julie Firth
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 Irlam with her partner and child aged nine months. Children have access to the whole of the ground floor which includes the through lounge, the kitchen area and two bedrooms on the first floor. There is a fully enclosed rear garden for outdoor play.

A maximum of five children under eight years may attend the setting. There are currently three children on roll. Of these, two are within the Early Years Foundation stage. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The childminder is supported by Salford Surestart and she is undertaking a National Vocational Qualification(NVQ) Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes children's welfare and learning well. She displays a wealth of knowledge of the Early Years Foundation Stage which underpins the positive outcomes children experience in their learning and development. Good systems are in place in relation to planning, and observation and assessment are strengthening to indicate the progress children are making in a short time. Consequently, children very happy and secure in the highly inclusive, welcoming environment. A good partnership between parents and other agencies ensures their involvement in meeting children's individual needs. Good steps are taken to self-evaluate and she has good capacity to make continuous improvement and sustain her high standards.

What steps need to be taken to improve provision further?

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

- ensure observations identify clear aims to stretch children in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a understanding of safeguarding issues and keeps up to date with training. She is confident in her roles and responsibilities to protect children in her care. The environment is bright, stimulating and very well organised. A wealth of toys and equipment are labelled and very accessible at all times, enabling children to freely choose what they want to play with. Lots of natural resources, such as treasure baskets for children of different ages, are placed around the

room. Children know where to find a wealth of resources to further extend and enhance their play ideas and follow their own interests. Defined areas, such as writing, investigation, construction and imaginary play, enable children to consolidate their learning very well.

The daily routine promotes children's welfare and meets their needs well. All documentation is in place and there are comprehensive written policies and procedures that promote children's welfare. The childminder is committed and enthusiastic and continually strives to improve the good home-from-home ethos she offers for children and parents. She is skilled in ensuring that a fully inclusive environment makes parents and children feel very secure and welcome. Parents value the consistent care and standards, and a very informative notice board and detailed daily diaries enable them to contribute and comment on their children's learning.

The childminder is very aware of her strengths and areas to further enhance children's learning. Good steps are taken to self-evaluate and she has a good capacity to make continuous improvement and sustain her high standards. The childminder is committed to professional development and attends regular training and workshops, for example in safeguarding, early years planning, maths, Common Assessment Framework, disability awareness and health and safety. Her practice reflects her training. The childminder works very well with Sure Start and takes the children to regular sessions, such as groups and story time at the local Children's Centre. She is very aware of her strengths to further enhance children's learning.

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

The childminder displays a good knowledge of the Early Years Foundation Stage which underpins the positive outcomes children experience in their learning and development. She establishes very detailed children's starting points and interests. Good systems are in place in relation to planning and she considers children's individual needs very well in short-term planning. Furthermore, they enjoy a very good balance of child-initiated learning which results in happy confident, motivated learners. However, observations do not always have a clear aim to ensure that the more able children are stretched in identified areas of their learning. Assessments are in place and indicate the progress that children are making. The childminder shares warm relationships with the children and has lots of fun with them.

There is a very strong emphasis on independence and children are encouraged to access their own drinks, help out at snack times, freely choose what they wish to participate in and learn to dress themselves. They are encouraged to make friends and play very well alongside their peers. Their levels of concentration are good, such as during a glueing and sticking session. They are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. Children learn how to pull levers and programme toys and use a computer from a very early age.

Young children are eager to communicate with visitors and the childminder speaks with enthusiasm about the collection of photographic evidence of recent trips and activities. Children are taken out daily into the community, for walks to the park and to feed the ducks at the local pond. Furthermore, they talk about different countries and people who are special to them. This gives them a strong awareness of diversity. Pictures of various emotions help children identify how they are feeling today.

Children have good opportunities to see examples of everyday print throughout the setting and to learn that print has meaning. There are lots of opportunities for young children to make marks, and language is well promoted. Children learn to count, calculate and solve problems throughout their daily routine. A wealth of games and puzzles helps them to recognise colours. They have a wealth of opportunities to access a wide range of media, and photographic evidence in the children's individual learning journey demonstrates children using jelly, gloop glitter, pasta and spaghetti. Their physical skills and coordination are encouraged and she promotes outdoor play and exercise. Children have good opportunities to climb and balance using large equipment in the childminder's garden.

Children's health is well promoted. The premises are clean and discussions take place about the importance of washing hands and hygiene, which helps to develop children's awareness of effective routines. Children benefit from varied menus that take account of children's dietary needs and introduces them to a good range of healthy foods. Meals are cooked from fresh ingredients, and children try new fruits and hot foods, and learn table manners and social skills as they sit together for meals at the table. They have great fun making a pizza from organic vegetables. They have access to drinks at all times to keep them hydrated. Children take part in activities based around health, and posters are displayed around the bathroom to remind them of personal hygiene.

From an early age children learn the importance of sharing and have respect for each other. Consistent rules are in place for the children as they share with her own child. The premises are extremely safe and secure and both inside and outside are subject to rigorous risk assessments. Outings are extremely well considered before they go on a visit. Children are encouraged to keep themselves safe. They are constantly reminded to be careful when playing outside and a wealth of activities and practise is based around road safety. For example, from a young age the children learn to hold hands as they cross the road and remind each other constantly. A detailed fire policy is displayed and they regularly practise the fire drill, which is recorded in detail. As the children are very young she supports them appropriately. This gives them a strong awareness in the event of an emergency.

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	1
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	1
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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