

Inspection report for early years provision

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Inspection date	30/09/2011
Inspector	Rebecca McGrath
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 2001. She lives with one adult son and one child aged 15 years in a semi detached bungalow in Leigh. The childminder's mother is an assistant who supports the childminder with the care of the children. The childminder has a childcare qualification at level four. The whole of the ground floor is used for childminding purposes and an enclosed garden at the rear of the property is available for outdoor play. The childminder is registered by Ofsted on the Early years register. She is registered to provide care for a maximum of six children at any one time and is currently caring for three children in the early years age group. The childminder is able to take and collect children from the local primary school 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.

Children settle well within this welcoming and nurturing setting. The children make excellent progress in their learning and development as high quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, being centred on children's interests and needs. Relationships are excellent as the childminder and her assistant are highly sensitive in their management of children and their behaviour. The childminder values the importance of continuous development and has completed a basic self-evaluation. Most required documents are available and to a good standard.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all documents, in particular first aid certificates for all persons having sole care of children, are readily accessible and available for inspection at all times (Documentation). 20/10/2011

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

- develop systems further for self-evaluation and quality improvement processes as the basis for ongoing internal review
- ensure there are written risk assessments for all trips taken with children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder is knowledgeable about the local safeguarding policies and has effective procedures in place to manage any concerns she may have about children in her care. The childminder has a good range of clear policies and procedures and these, alongside well-maintained documentation, underpin the effective management of the service. Despite this, the provider was unable to evidence her assistant's first aid certificate which must be readily available at all times for inspection.

The childminder effectively minimises risks to the children's safety. For example she has clear, written risk assessments for all aspects within the setting, which are regularly monitored and reviewed, although there is some inconsistency. The setting is very well organised to meet the needs of the children. For example, there is a rest area with cushions and a cascading net to give children a feeling of security and calmness. An extensive range of resources are readily available and the children take delight in selecting different toys independently. Displays of the children's artwork and photographs of them at play provide a stimulating environment and clearly show that their efforts are valued and appreciated. The highly effective deployment of the childminder's assistant ensures that the continuity of care is not disrupted. This ensures children benefit and thrive through the close relationships developed within the setting.

The childminder is highly committed to working in partnerships with others. For example, she supports children when they attend another setting which ensures a continuity of care and maximises the outcomes for the child. Partnerships with parents and carers is excellent and they comment favourably on their relationship with the childminder and their satisfaction with all aspects of care. Parents are kept very well informed about all aspects of their child's achievement, well-being and development. This happens in many different forms through noticeboards, newsletters, daily diaries and personal contact. This ensures children's needs are met at all levels and there is consistency of care between the setting and home. The childminder actively promotes equality and diversity and achieves this very successfully. Children's individual needs and interests are central to the childminder's ethos, which ensures children enjoy a rich and meaningful experience. She gathers important information about each child and successfully identifies their starting points and learning styles. The childminder regularly attends local toddler and network groups which encourages children to be accepting of others.

The childminder has reflected on the developments and enhancements of her practice and the setting through self evaluation. However, these are not fully developed to ensure areas for future improvement are accurately targeted and continuous improvement evidenced.

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

Children thoroughly enjoy their time with the childminder and are observed to be extremely secure and relaxed in her company. The childminder has a very enthusiastic manner, a caring approach and a genuine interest in all the children do. This helps them to become confident and get on extremely well together. Children's behaviour is excellent and this is promoted very well by the childminder who provides lots of positive praise and encouragement. The childminder has an extremely good knowledge of the six areas of learning and provides stimulating experiences on a daily basis. Close observations of children's play and development leads to planning for their future learning, so that it is progressive. Consequently, they make good progress towards the early learning goals. Children's progress is recorded in their development files, which are shared with parents.

Children are able to explore and investigate the outdoors as the childminder has created a 'spider's home' in the greenhouse where children take great interest in watching the spiders. The children are able to effectively use mathematical language when comparing the size of their sunflowers which they have grown. Children freely select programmable toys and the childminder encourages problem-solving skills by setting them challenges, for example, removing the batteries in these toys. Children enjoy good opportunities for mark making, such as chalking on the ground and walls outside. They spend lots of quality time outside and have access to a range of resources. This allows children's imagination to develop as they build a den on the climbing frame to play in. The children are learning to be sustainable through growing their own vegetables and recycling bottles to play with. The children are encouraged to collect resources from home, as one child finds a shell and describes how he found it on the beach while on holiday. Children's physical development is well promoted as children push and manoeuvre toy cars and run freely around the outdoor space.

Children benefit from being cared for in a home which is very clean, warm and well maintained. The children are developing an excellent understanding of how to promote their own personal hygiene as they wash their hands before they eat. There are visual prompts to ensure children remember to wash their hands and the childminder effectively supports children to use the bathroom independently. The childminder provides the children with a healthy range of snacks and meals. For example, the children grow tomatoes in the garden and then use these to make their own sandwiches.

Trips and outings are well planned and the children regularly raise money for charity, helping the children to understand how they can help others in the community. Children develop a good understanding of how to keep themselves safe. They take part in regular fire evacuation drills and discuss the safety issues when going on a journey.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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