

Inspection report for early years provision

Unique reference number	510175
Inspection date	05/10/2011
Inspector	Emily Wheeldon

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 1994. She lives with her husband and two adult children in a property in Oldham. The kitchen, dining area and lounge on the ground floor are used for child minding purposes. There is a front and rear garden available for outdoor play.

The childminder is registered to provide care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. When working with an assistant may care for no more than seven children under eight years at any one time. She is currently caring for four children in the early years age range. The childminder also offers care for children aged over five years to 11 years. She is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is able to take and collect children from the local primary school and is a member of the Oldham Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of the learning and development requirements for the Early Years Foundation Stage and the welfare requirements have been met. Children's individual needs are generally met well and they enjoy a range of indoor and outdoor activities. The partnerships with parents, the local school and other agencies are a strength and ensure children's needs are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the childminder makes sure that priorities for development are acted upon and there is continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the range of equipment to support the individual needs of the babies at mealtimes to extend their independence.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive range of policies and procedures in place to ensure children are safeguarded well. She is well informed about child protection and has the appropriate contact details available should she be concerned about a child. All household members are suitably vetted. She records all visitors to the setting and children are kept very safe whilst in the childminder's care because she is vigilant and supervises the children well. She regularly carries out daily safety

checks of her home and has detailed risk assessments that cover all areas of her provision. These include all regular outings she undertakes with the children and all areas of her home including the garden. This means that children are well protected when using equipment and resources. Children are also further protected because the childminder keeps good records including accident, medication and attendance records.

The childminder has a good knowledge about the Early Years Foundation Stage and uses this well to support children in their learning. She has begun to use self-evaluation successfully to help her evaluate her provision and highlights areas for improvement that will aid her in driving forward her provision. She has completed several training courses since her registration, which include home-based childminding practice, safeguarding children and food hygiene. She has also been on courses to support children with additional needs. The environment is well organised. There is a wide range of exciting resources for children of all ages which are easily accessible to promote their independence in self-selecting toys. She carries out regular observations on the children and uses these effectively to aid her in identifying and planning for their next steps in learning.

The childminder knows each child's interests and abilities and endeavours to cater for their individual needs. The individual needs of all children are met and all children are included fully in the life of the setting. A strong relationship with parents is evident, with verbal exchanges of information and comments shared in communication diaries, keeping parents fully informed. Observation summary sheets are shared with parents so they can track their children's progress and become familiar with the Early Years Foundation Framework. This means that parents can become involved in their children's learning and each child is well supported in making progress towards the early learning goals. The childminder obtains useful information about each child, such as what they can do for themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. The childminder has actively sought the views of parents as part of the evaluation process and values their feedback. Parents speak highly of the childminder and value her flexibility and also the wealth of information she shares with them about their children. The childminder has regular contact with local childminders and support from the local authority's development team. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning. This promotes continuity of care and learning.

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

The childminder has a sound knowledge of learning and development and provides a good range of activities and outings which cover all areas of learning. She observes and records children's activities by taking photographs and writing comments and shares these with parents on a daily basis. The childminder has very close and warm relationships with the children, talking to them all the time to encourage language development. Babies are very settled and feel secure

because the childminder sees to their emotional and physical needs.

Children have a strong exploratory impulse and investigate things that challenge their expectations as they attempt to put their hands in a 'feely' box. They smile and giggle with excitement as they touch and feel something soft. Babies develop their confidence by exploring their surroundings by reaching out for favourite books on the floor and point to pictures. They smile and respond positively to words and gestures by the childminder when she says, 'What have you got there?' Babies are developing an awareness of number names through the enjoyment of action rhymes and songs related to their experiences of numbers during nappy changing times. They coo and clap their hands when the childminder sings 'one, two, three, four, five, once I caught..'. Relationships between the children and childminder are close as the childminder makes sure their needs are met, for example babies smile and are inquisitive when playing with mirrors after their nappies have been changed. Children are also gaining good skills in using technology as they access a variety of games and programs via the computer and other electronic toys. This means that children are also developing good skills for the future. Children enjoy playing and listening to songs and tunes on electronic toys and on the computer and this encourages them to sing songs from memory. Children develop physical skills as they eagerly crawl and walk around. They practise throwing a ball to the childminder and clap with excitement as they copy her actions. They have regular outings into the community, which enables them to meet with other children and to develop an awareness of the wider world.

Children's health and well-being is effectively promoted because the childminder provides them with a wide range of home cooked meals and snacks. Arrangements for eating meals are adequate, however babies and young toddlers need a range of equipment to support their individual needs and independence. Children enjoy fresh air and exercise on a daily basis as they access the garden and walks to playgroup. They show a good understanding of the importance of following good personal hygiene routines, for example children know they need to wash their hands after using the toilet so they do not get germs. Children are aware of the need to be hygienic as the childminder adheres to hygiene procedures to prevent spread of any infections, such as antibacterial wipes. The childminder has a strong bond with the children and they gain a strong sense of security, for example they seek comfort when they are feeling tired. The childminder talks about stranger danger when they go on outings and children know to stay close. An evacuation procedure is in place and the childminder practises the fire drill with the children regularly and keeps a detailed log of any problems encountered and how these were solved. Through talking about differences, celebrating different festivals and traditions and having a good selection of resources that promote positive images of all people in society, the children are learning about diversity and the world in which they live.

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	1
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	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	1
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