

Inspection report for early years provision

Unique reference number	322860
Inspection date	25/10/2011
Inspector	Feroza Sayed
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1987. She lives with her husband and child aged 12 years, they live in Astley area of Manchester. The whole of the ground floor of the childminder's home is used. Toilet facilities are located on the ground floor. There is an enclosed rear garden for outdoor play. The family has a dog and a rabbit as pets.

The childminder is registered on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years. The childminder currently has nine children on roll. There is one child in the Early Years age group; she also offers care to children aged over five years. The childminder cares for children weekdays from 7.30am to 6pm all year round.

The childminder is member of the local childminding group and is also a member of the National Childminding Association. Advice, support and training are gained from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is effective in meeting the needs of all children through recognising their uniqueness; she provides an inclusive, welcoming and caring service. Good organisation, drive and the motivation of the childminder ensure that children are happy and have positive experiences. Children make good progress in their learning and development as they are eager to be actively engaged in their choice of interesting play activities. The childminder has developed effective procedures to work with parents, which help ensure that all children's individual needs are met well. The childminder has a satisfactory understanding of her areas for development, however, she has not fully implemented procedures to effectively monitor and evaluate her provision.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure all areas of risk, such as in the kitchen and the hearth, are addressed
- develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children
- continue to develop the systems for recording observations of children's achievements in order to clearly track their learning all areas.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities regarding safeguarding and has a good understanding of the Local Safeguarding Children Board procedures. Children are further safeguarded and protected as the childminder ensures that she supervises them at all times, and adult members of the household have completed appropriate checks. The childminder is trained in first aid and has good procedures to deal with accidents, incidents and administration of medication. Children are cared for in a safe and secure environment. Risk assessments are in place; however, not all potential hazards to children are risk assessed, which means children safety is comprised. Opportunities for children to learn about fire safety are provided and the childminder discusses aspects of safety with children to help raise their awareness of keeping themselves safe.

The childminder has a positive attitude towards personal development and has attended several training courses since her previous inspection, including obtaining a National Vocational Qualification at level 3 in children's care, learning and play. The childminder has a satisfactory understanding of areas for improvement within her setting; however, procedures to monitor and evaluate her practice are not sufficiently robust. The childminder has good capacity to make necessary improvements as she has been proactive in addressing any recommendations and actions raised by Ofsted. For example, fire evacuations are undertaken regularly, Ofsted contact details are made available to parents and Ofsted are notified of any changes.

The childminder works well in partnership with parents and with others. They are kept fully informed of their children's development and progress through regular discussions and access to their children's observation records. A welcome pack ensures that they are informed of all relevant policies, procedures and important information. For example, a certificate of registration is clearly displayed for parents to see. Parents spoken to gave extremely positive comments about the care and learning experiences their children receive.

The childminder has an abundance of toys and activities for inside and outside play. She clearly considers how to make best use of space in order to achieve the maximum benefit for children. For example creating areas, such as role play, construction and messy play, to meet the needs of a wide age range of children. Toys are stored on low-level shelving or in boxes. This enables children to make confident choices about their learning and play. Children benefit from dedicated playrooms in the child-orientated home where colourful examples of their work, along with posters and photographs, help to promote their sense of belonging and self-esteem. This includes resources which reflect our wider world and community, to help children develop positive attitudes towards others.

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

The childminder is warm and very caring; children respond to this nurturing positively. They are happy in their play and laugh and smile a lot. The childminder has a secure understanding of the Early Years Foundation Stage. A good balance of child-initiated and adult-led experiences ensure that activities are appropriate for children's ages and stages of development, and cover all areas of learning. The childminder knows the children well and uses this knowledge to plan activities based upon their interests and needs. The childminder observes children regularly and assesses their progress accurately. She uses discussion with parents to identify starting points. As a result, children are making good progress in their learning and development. Individual files have been developed for each of the children. These include photographs and assessment of the children's learning. Whilst they identify next steps in children's development, it not easy to track areas of learning achieved.

Children are happy and confident and have lots of fun and enjoyment. The childminder skilfully promotes children's well-being and promotes their active involvement in their own learning. The designated play area is planned so that it has accessible, interesting and stimulating resources available for all children. This enables them to access resources freely, encouraging independence, choice and decision making. For example, children sit and play the memory board game and delight when they are right, whilst others sit and do colouring. Children's language is fostered well through conversation with the childminder, who listens carefully and responds appropriately. Children thoroughly enjoy creative experiences, and use their creativity to make pumpkin faces, celebration cards for their parents, paint glass pebbles in their own artistic ways and talk about things that matter to them. This helps build children's confidence, and this is combined with lots of praise and encouragement and, consequently, children's self-esteem is promoted.

The childminder has a clear understanding of differing cultures and therefore, children are provided with good opportunities to learn and develop an awareness of the diverse culture in which they live. They take a trip into China town to see New Years celebration, and celebrate 'Burns Day' and taste haggis. The indoor space, the garden, visits to community groups and trips to places of interest all allow children to discover new environments and promote highly stimulating experiences. This provides them with inspiring and challenging opportunities to develop social and intellectual skills.

Children learn the importance of fresh air and exercise being good for their health and well-being. They learn the importance of a healthy diet and enjoy a wide range of healthy meals. They go shopping with the childminder to buy exotic fruits and having the opportunity to feel the textures, taste and smell the fruits. Drinking water is freely available during sessions to ensure they stay hydrated. Well established routines for hand washing help ensure that they adopt good hygiene habits. Children are well supported by the childminder, who has clear house rules in place to help children to begin to learn right from wrong. The childminder combines these with lots of praise and encouragement. Children show respect for

one another as their social skills develop, enhancing their positive disposition to learning.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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