

Inspection report for early years provision

Unique reference number	307432
Inspection date	26/10/2011
Inspector	Patricia Webb

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 has been registered since July 1998. She lives with her adult family in the Walkden area of Salford. The property is within walking distance of local shops, parks, a library and play groups. The whole of the ground floor is used for childminding with toilet facilities on the first floor. There is a rear garden available for outdoor play. The family has a pet cat.

The childminder is registered to care for six children under eight years, of whom, no more than three may be in the early years age range at any one time. There are currently five children on roll, two of whom, are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their development and learning supported by the caring and experienced childminder. Each child's needs are known and planned for in the activities offered to encourage their independence and promote a sense of belonging. Partnerships with parents and carers are firmly established and there are suitable systems in place for exchanging relevant information. The childminder has a sound understanding of the Early Years Foundation Stage, although, she has not yet engaged fully in a process of evaluation of the provision. As a result, there are some gaps in the provision with regard to documentation and minimising some risks.

What steps need to be taken to improve provision further?

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

- improve the safeguarding arrangements by ensuring the relevant agency contact details are readily accessible
- improve the process of visual risk assessment to ensure children's safety with particular regard to their access to pet food and utensils in the kitchen
- develop the evaluation systems to ensure that strengths are built on and areas for further development are identified to ensure that quality continues to improve

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training to update her knowledge of child protection issues and sharing her duty of care with parents. However, the telephone numbers for contacting relevant agencies are not readily to hand,

hindering how swiftly such a concern could be managed. All adults in the household have undergone the relevant checks to ensure their suitability and detailed records are kept of any visitors to the premises. The childminder has attended health and safety courses and conducts full risk assessments to reduce hazards to children both on and off the premises. However, some hazards are not fully identified, such as, a sharp knife and the cat's food bowl being left within children's reach in the kitchen. This has the potential to compromise children's safety, although, the childminder does supervise children as they access the kitchen. She also encourages the children to consider risk and safety for themselves, using attractive pictured sheets to note some precautions for the various activities they participate in.

The childminder has an awareness of her strengths citing the homely and welcoming environment she offers to children and their families. This is borne out in some of the comments from parents and past families who share their appreciation of her flexibility and patient caring nature. She has not considered the process of reflective evaluation to critically assess the full impact of her practice on children's outcomes. This has contributed in part to the gaps in some areas of the Early Years Foundation Stage.

The childminder fosters friendly relationships with the parents of children in her care. She regularly talks to parents about what activities children have taken part in, finding out information about some home routines and parenting practices so that children receive a satisfactory level of care. She is familiar with the local school which enables her to foster consistency in the partnership for children receiving Early Years Foundation Stage input from other settings. She recognises that this is to ensure that children are offered continuity of care and sufficient levels of support during the transition from one setting another. Children enjoy the space available as they freely access a suitable range of resources and toys, developing their independence. They gain awareness of diversity and differences in society through accessing a selection of books and toys that spark off play and conversation about cultures, languages and disabilities. Some children have started to pick up words in other languages as they join in with rhymes and songs in other children's home languages.

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

Children are making steady progress in their learning and development. They are very much at ease with the childminder and her family. The atmosphere within the home is friendly and relaxed. Giggles and laughter ensue as the children enjoy gentle tumble play and tickles which they have instigated. The childminder demonstrates a sound knowledge of the Early Years Foundation Stage framework and how children learn through play, planning a variety of activities that cover the six areas of learning. The systems for observation, assessment and planning are simple but effective in detailing the journey children make in key areas of their development. For example, records show how a toddler gains confidence in clambering up the slope using a rope to access the slide. The childminder supports the child first and then encourages the child to succeed in attempting it for

themselves.

The childminder interacts well with children and thoughtfully uses everyday situations and experiences to extend their learning. For example, trips and outings are regularly organised and used to introduce children to the natural world around them. Excitedly, children notice the reflection of the sun on the mirror and trace the rainbow colours from the spectrum on the furniture as the childminder explains the phenomenon. They also become aware of different modes of transport, such as, taking the train to the seaside. The childminder is skilled in adapting some activities to take account of different children's learning stages and abilities. For instance, whilst playing a sounds and pictures recognition game with two children she is able to engage both of them appropriately, using sounds and letters with the older child and colours and object recognition with the younger toddler. Both children thoroughly enjoy the game and gain a sense of achievement.

Children's health and well-being are promoted effectively. They understand why hand washing routines are important in keeping themselves healthy and they enjoy outdoor activities regularly. The childminder works closely with parents regarding the provision of healthy snacks and meals. Some parents provide their child's food and the childminder ensures that this is stored appropriately to reduce the risk of spoilage. Dietary requirements are discussed with parents including religious and health considerations. Children sit together round the low level table enjoying the social interaction as they eat well and talk about their day. They show a clear awareness of the expectations of their behaviour as they are supported by the childminder in learning to share and show consideration for each other. Two young children play very well together, as the older child helps the toddler with the jigsaw pieces and they both then tidy away in preparation for lunch. They show a developing sense of awareness of safety as they participate in regular fire drills and learn about road safety when out and about.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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