

Inspection report for early years provision

Unique reference number	316103
Inspection date	24/10/2011
Inspector	Jennifer Kennaugh
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1992. She lives with her husband and son in Heywood, Rochdale, close to schools, pre-schools and parks. The family have a pet dog.

The childminder is registered on the Early Years Register and the Childcare Register. She can care for a maximum of six children under eight years at any one time. There are currently three children on roll, of which two are in the early years age range. She offers care on weekdays and before and after school.

The whole of the ground floor and a rear bedroom on the first floor are used for childminding purposes and there is a fully enclosed rear garden for outdoor play.

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 ensures that children's individual needs are met and her thorough knowledge of how babies and young children develop, means they experience positive outcomes in their learning. Children are happy and secure in the inclusive and welcoming environment although opportunities for them to give their views on the provision are limited. Parents are informed of children's daily welfare, learning and routine, however there are not yet systems in place for them to contribute to children's learning and development records. The childminder makes appropriate links with schools and pre-schools at transition times to ensure continuity for children in the Early Years Foundation Stage. Her ability to offer children realistic and effective challenges demonstrates her efficient approach to critical reflection and continuous improvement.

What steps need to be taken to improve provision further?

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

- devise ways for parents to contribute to children's learning and development records
- develop ways for children to become involved in evaluating and developing the provision.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well-protected by the childminder because she implements her comprehensive policies and procedures to ensure children's welfare. Adults on the premises are vetted as suitable to be in proximity to young

children and babies. Risk assessments are thorough for the premises and all outings to keep children safe. Documentation meets all statutory requirements to manage the setting safely and effectively. Children and babies are able to move freely in the areas available to them because the childminder takes all reasonable safety measures needed.

The childminder is knowledgeable about the Early Years Foundation Stage and uses it well to support children's learning and development. She makes good use of the resources available to her, including training, by attending courses regularly that are based on the six areas of learning and development, to extend her practice. Toys and the environment are clean and well maintained so that children are not at risk. The childminder shows very good skills at helping babies and young children develop, by emphasising as many areas of learning as possible in activities, including a skilful approach to teaching early communication skills. A variety of outings are used well to supplement activities in the setting. Children thrive on the provision made.

The childminder is aware of areas where practice needs improving and has a positive attitude towards continuous improvement. She evaluates outings and activities in order to meet children's needs and make improvements for next time. Previous recommendations have been implemented to improve practice. Parents' views are sought through regular discussion, in order to enhance provision; however strategies to gain the views of children are less well developed, so they do not currently contribute to the evaluation process.

Close partnerships are made with parents, who are generally well informed about children's care, routine and learning on a daily basis. Although there are currently few ways for them to contribute to the development records held by the childminder, so they are not fully involved in their children's learning. The childminder passes written information about children's preferences, interests and development to pre-school at transition times, so that there is satisfactory continuity of provision in the Early Years Foundation Stage. The childminder is sensitive to ensuring equality of opportunity for children in her care and has policies that reflect this. She takes account of individual needs and is aware that adaptation or differentiation is required when a child has additional needs or a disability so that they can experience the best possible learning outcomes.

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

Babies confidently explore their environment, to reach people and objects of interest by walking, safe in the knowledge that the childminder will support them. The childminder has effective measures to help children stay safe. She watches babies carefully when they are playing to prevent them from hurting themselves, such as when they bang toy pans together. If they put inappropriate objects in their mouths, the childminder gently says no and removes the object if they persist, offering another to distract them.

Babies show how well they can play with peg jigsaws by picking out pieces using a finger and thumb grip then replacing them over where they should fit. They persist with their efforts to complete the jigsaw of different vegetables, because of the help of the childminder who names the vegetables to extend their vocabulary. Babies use toy pushchairs to help them balance when walking, practising their new skill confidently, as the floor is partly covered by soft foam tiles to cushion falls. When they see a doll, they place it in the pushchair, making links between the objects. If the childminder sits down to play, they sit down with her, showing their strong attachment to her. They try to copy her when she places plastic balls in the pans, developing hand-eye co-ordination as they attempt this. When successful, they try to fit two balls in a pan, but it is too small and they recognise this, removing the ball, demonstrating early spatial awareness. Babies vocalise frequently and sometimes this is recognisable as words which they have copied from the childminder, showing how they learn communication skills through play. When they are tired, the childminder softly sings action songs to them, to extend knowledge of parts of the body and counting to five and they snuggle in while she holds them.

Activities are challenging but realistic because the childminder has many years of experience in helping babies and young children develop. She records children's progress using a published scheme and is knowledgeable about the next steps she needs to take to ensure their continued development. Planning is based on observed progress and the children's interests that she sees. The childminder takes children on many outings over the week, to the library, soft play sessions, and for messy play at the local children's centre to name but a few. They have opportunities to enjoy exercise at playgrounds and play centres where they meet other children, developing social skills as well as physical ones. The childminder's varied schedule of activities and outings mean that children and babies are developing good skills for the future. They attend the local children's centre to celebrate festivals from a variety of cultures, countries and religions, promoting acceptance of diversity.

Children and babies enjoy healthy snacks of toast and drinks of milk or water. Parents provide healthy meals for the childminder to serve and she recognises that she would have to liaise sensitively with parents if this were not the case. The frequent opportunities for children to enjoy physical play means that they learn to exercise as part of a healthy lifestyle. Children and babies behave well with the childminder and they develop their own play after she has modelled an activity for them, such as hitting toy pans together repeatedly, to enjoy the metallic noise. They re-visit activities she has demonstrated for them, showing their recent learning. The childminder offers plenty of praise when babies succeed in their efforts, helping them to feel valued, and they respond to this with lots of smiles and vocalising.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
--	---

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	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----