

Inspection report for early years provision

Unique reference number	EY318274
Inspection date	01/11/2011
Inspector	Mr Rasmik Parmar

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 2005 and she lives with her husband and four children age 3, 4, 7 and 13 years in a house in Irlam, Manchester, Lancashire. The whole of the ground floor and the bathroom and two front bedrooms on the first floor are available to children. There is no outdoor play area. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of three children under eight years at any one time, no more than two of whom may be in the early years age group, and of these, not more than one may be under one year. She is currently caring for three children in the early years age group. The childminder is registered on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are making good progress in their learning and development. Effective partnership with parents ensures children's individual needs are met. The childminder demonstrates a good capacity to maintain ongoing continuous improvement by reflecting on her practice and being proactive in extending her knowledge and skills in early years.

What steps need to be taken to improve provision further?

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

- develop opportunities for outdoor play.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention as the childminder is fully aware of her duty to protect children in her care. She has a good understanding of the signs and symptoms of abuse. Children play safely within the welcoming environment as the childminder is vigilant. Effective risk assessment covers all aspects of the environment, including outings. A good range of safety equipment is used in the home to minimise potential risks to children, for example, safety gates are in place and safety catches are fitted on cupboard doors in the kitchen. Documentation for the safe and efficient management of the provision is in place and maintained accurately. The childminder has a portfolio of policies and procedures which underpin her good practice and are shared with parents.

The childminder creates a homely and relaxing environment as she is well organised and makes good use of the available space in her home. She has a good range of play resources which are well organised to enable children to initiate their

own play.

The childminder demonstrates a positive attitude to inclusion. Children are provided with experiences and support which help them to develop a positive sense of themselves and others. They are helped to embrace diversity by exploring the local environment, using resources that reflect positive images of culture, gender and disability and learning about different cultural festivals and celebrations.

Children benefit from good partnerships with parents and carers. She gathers detailed information about their child's learning and development, which are used to help her provide an individualised programme of learning. Daily discussions and written feedback help to keep parents well informed about their child's day, care routines and achievements. Parents have access to the policies which explains how the provision operates. Children are solely cared for by the childminder who is aware that she should share information about the child's learning and development with other providers who may be involved if there was shared care.

The childminder is committed to improving her practice and has embraced the Early Years Foundation Stage. She shares her practice with other childminders in order to further improve and enhance her practice. She has maintained her knowledge of early years by attending numerous training courses. The childminder has a rigorous system for the self-evaluation of her provision. She has completed a self-evaluation to help her identify her key strengths and areas for improvement. The childminder has identified that she would like to develop her garden so that children have access to an outdoor play area. Also, on a monthly basis, the childminder carries out self-reflection of her practice so that she can further develop her provision. She provides parents with questionnaires so that their views are taken into consideration to help her improve her service. Hence, outcomes for children are very positive.

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

The childminder is secure in her understanding of the Early Years Foundation Stage. Observations and assessments of each child are promptly documented to identify the next steps in the child's learning. The identified next steps are then used to plan future activities for children as part of the on-going cycle of learning and developing. Also, on a three monthly basis, the childminder reviews children's learning journey's and evaluates their learning and development for all areas of learning, which are shared with parents.

Children make good progress in relation to their capabilities and interests because both the environment and the quality of the childminder's interaction with children enables them to be active and creative learners. The childminder is skilled in her work with young children, as she cultivates their desire to learn. Her sensitive and intuitive questioning successfully helps children become competent learners. She provides good opportunities for children to develop literacy and language skills as the setting is well resourced with age-appropriate books. Children learn to develop

an appreciation of the written word from early age.

A good range of resources are provided which support children's understanding of numerical concepts. They are encouraged to develop confidence and use their skills in a range of different situations. Jigsaws and puzzles provide children with opportunities to problem solve. They are learning to count and recognise numbers through everyday routines and activities. They thoroughly enjoy creative activities, such as playing with play dough or with musical toys. Their physical development and coordination is well supported as they play with outdoor resources in the parks. Children visit the local playgroup where they have many opportunities to socialise with other groups of children. They have regular outings to the airport, zoo and aquarium as part of their on-going learning and development.

Children's personal, social and emotional development is fostered through the praise and encouragement they receive. They learn to share and take turns and to be responsive to the needs of others. Children feel very safe and secure in the care of the childminder because they are offered warmth and security, along with consistent and familiar routines. Children show they feel safe and are confident in making choices by accessing resources that are kept at their height. Children are supported to learn basic hygiene skills through the use of good hygiene routines, such as hand washing.

Children are offered a good range of healthy and balanced meals and snacks, including independent access to drinking water. Children taste different types of fruit and vegetables, including a good range of foods from different cultures, such as spring rolls, noodles and prawn crackers. This contributes to broadening their awareness of the wider world.

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	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	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

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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