

Inspection report for early years provision

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Inspection date	01/11/2011
Inspector	Barbara Wearing
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 2004. She lives with her husband and two children aged 16 and nine years in Littleborough area of Rochdale. The whole of the downstairs may be used for childminding and there is an enclosed patio for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children, three of whom are in the early years age range. Provision for children aged over five years to 11 years is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register. The childminder drives or walks to local schools to take and collect children and attends the local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children build close, trusting relationships with the childminder and show an extremely strong sense of security within her home. The childminder has good relationships with parents enabling them to work closely together to support children in their development. She is highly organised and children clearly thrive as a result of the excellent range of activities they engage in. She supports them well in their play and they make good progress in all areas of learning. The childminder demonstrates a strong commitment to the continual development of her childminding skills. This has resulted in her good quality provision, some aspects of which are outstanding.

What steps need to be taken to improve provision further?

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

- enhance children's development records by summarising children's progress towards the early learning goals and identifying intended next steps in their development

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her role in safeguarding children and is aware of when and how to refer concerns to the relevant agencies. She attends training sessions to regularly update her knowledge of child protection procedures. Her well organised and comprehensive policies and procedures are regularly reviewed and amended. These, together with effective recording systems, further promote children's safety and welfare. Thorough risk assessments are carried out

for all areas of the home used for childminding and for various trips and regular outings. Therefore, the risk of accidental injury is minimised. The childminder is constantly vigilant and identifies any hazards to children, taking action to eliminate risks. For example, she removes the conkers from the autumn box when younger children wake up.

Children benefit greatly from the highly stimulating learning environment and range of opportunities and experiences provided by the childminder. The designated playroom offers children an excellent selection of toys and resources. Children access these freely and become engrossed in their chosen activities. The childminder thoughtfully adds to the resources to extend children's learning. She has laminated pictures of animals to add to the autumn box and children name and recognise squirrels, foxes and skunks. Posters and displays re-enforce children's learning and share information with parents regarding early years issues and the childminder's practice. The childminder is skilled at organising her time to ensure that all children's needs are met and that they are given opportunities to develop their individual skills and abilities. When younger children are sleeping, she spends time with older children playing games and supporting them in completing more difficult puzzles. She plans an excellent range of outings, giving children opportunities to learn through first hand experiences. Photographs show children having great fun with animals at a farm and fishing for crabs at the seaside, promoting their knowledge and understanding of the world.

Since her last inspection the childminder has embraced and implemented all requirements of the Early Years Foundation Stage. She has achieved an NVQ at level 3 in Children's Care Learning and Development and attended other relevant training courses that have increased her skills and confidence. She has recently completed a self-evaluation form that accurately identifies her strengths and highlights some areas she wishes to continue to develop. She discusses ideas and seeks advice from fellow childminders and shows a desire to continually improve her childminding provision. In response to the recommendation raised at her previous inspection the childminder has increased the selection of toys that reflect positive images of our diverse society. Therefore, children have more opportunity to observe and learn about differences and similarities amongst people in their own community and the wider world.

The childminder is not currently caring for children who are receiving support from other professionals or attending other early years settings. She has previously worked closely with other settings, sharing relevant information about children to support their transition and progress. The childminder values parents highly and builds close relationships with them. Various effective systems are in place for the two-way sharing of information with parents. This maintains consistency for children, enables parents to make informed choices about the care of their children and have an insight into how their child has spent their day. Feedback from parents is sought verbally and through questionnaires. These demonstrate the high regard they, and their children have for the childminder. They particularly appreciate the supportive settling in procedure and informative daily diary. This is used to share information regarding children's experiences and achievements at home and during their time with the childminder.

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

Children's development books show a personalised account of their experiences and achievements during their time with the childminder. Observations are linked to areas of learning but systems are not in place to clearly track children's progress towards all the early learning goals. Next steps show activities the childminder plans in response to her observations. However, they do not identify intended next steps in children's learning. Nevertheless, the childminder knows children well and has a good understanding of how children learn. This enables her to support them well, promoting their good progress in all areas of learning.

Children develop high levels of confidence, independence and self-esteem. The childminder gives them lots of affection, praise and encouragement. This encourages children to persevere and makes learning fun. She values them highly as individuals and they have many opportunities to make choices. Children use a visual timetable to support their involvement in the daily routine. They enjoy looking at a book the childminder has made with photographs of their families. These all promote children's exceptionally strong sense of belonging within the childminder's home. She has a positive approach to behaviour management and works closely with parents to maintain consistency. She is aware of potential areas of conflict, gently reminds children of boundaries and promotes their understanding of their own and other's rights. She has laminated pictures showing different facial expressions to encourage children to understand their own and others' feelings.

The childminder has attended training that has increased her skills in supporting children in their communication skills. She gives children time to speak as well as asking questions to encourage their verbal communication skills. Children develop an understanding of the written word and a love of books. The childminder encourages children to read signs she has in the car box. Photographs show children engaging in creative art activities, mark making and writing for a purpose as they make shopping lists when playing with a toy shop. Children are encouraged to count and use mathematical language through their play. They sing '5 little ducks', counting how many ducks are left and count objects and describe them by size. For example, they state they have a big piece of track when building the railway and state they have two tractors. As children play with the cars and train track, the childminder takes the opportunity to reinforce road safety. They act out crossing the road safely using play people, a toy 'lollypop lady' and toy cars.

Children develop good physical skills and healthy lifestyles. They have daily opportunities to play and explore outdoors. They visit local parks, go for walks to the lake and feed the ducks. Parents provide meals for their children and the childminder provides snacks and fresh drinking water. She takes opportunities through play to encourage their understanding of healthy eating. They talk about their favourite fruits and vegetables when playing with a glove puppet that promotes the importance of 'five a day'. Children learn good hygiene routines as the childminder is a positive role model and ensures they wash their hands

regularly and learn the importance of dental health.

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	1
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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