

Inspection report for early years provision

Unique reference number	312274
Inspection date	07/11/2011
Inspector	Nicola Nolan
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 1990. She lives with her husband and adult child in a three bedroomed semi-detached property in Denton, which is a suburb of Tameside. The children have access to all the rooms on the ground floor and the bathroom on the first floor. There is a secure garden at the rear of the premises. The childminder is registered to provide care for six children under eight years. There are currently three children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. 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 very happy and secure in the childminder's welcoming home as she works closely in partnership with parents to meet the individual needs of each child. Children are making satisfactory progress in their learning and development and the resources available support this. The childminder does not ensure that the certificate is displayed, which is a breach of the welfare requirements.

The childminder shows satisfactory capacity to improve. However, self-evaluation is in its infancy and is an area for development in order to continuously improve the quality of provision for all children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- display certificate of registration and show it on request to parents(Documentation)(also applies to both parts of the Childcare Register).
- 20/11/2011

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

- develop further the process of self-evaluation in order to continuously improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are protected satisfactorily because the childminder is aware of her duty to safeguard the children in her care. She protects children from harm and has a policy and procedure to follow should she become concerned about a child. Risk assessments of the environment and for outings are carried out regularly to ensure the safety of the children. She has a policy for safe use of the trampoline that ensures the parents and children are aware of the dangers and that safety rules are followed. Children are protected further because the childminder keeps an accurate log of accidents, medication that is administered and of fire drills that are carried out.

Children learn about the differences between people as the childminder is committed to promoting equality and diversity. She takes full advantage of opportunities to discuss with the children the differences they notice when out and about. Children play with resources that reflect equality and diversity positively. For example, there are dolls with different coloured skin tones and images in books have differently abled people. Children also learn about differences through celebrating festivals at the playgroups they attend. This ensures children are able to develop their understanding about diversity.

Children's experiences are continuously improving as the childminder self-evaluates her practice and has a clear vision for the future. For example, she has developed a range of natural resources for babies that are shared with other childminders. However, self-evaluation is in its infancy and is an area for development to continuously improve the quality of provision for all children. Children easily access resources that promote progress towards the early learning goals because the childminder has a good understanding of the Early Years Foundation Stage and how the organisation of resources supports learning.

Children benefit from the relationships the childminder has with parents and carers. They have access to policies and procedures so they are informed about the setting and how their children's needs are met. She gives daily feedback to parents and carers about what the children have been doing. This means that parents are involved in their child's learning and progress towards the early learning goals is supported. However, the childminder does not have her Ofsted registration certificate displayed or accessible for parents to view, which potentially compromises children's safety.

The childminder is aware of the importance of making links with other care providers that children may attend, but at present the children in her care do not attend other settings. There are no children attending the setting at present with additional needs. However, the childminder understands the importance of working in partnership with other professionals in order to benefit the children from further support when this is needed.

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

Children are well settled and feel safe and secure with the childminder because she is very experienced and protects them from harm. For example, she teaches them about road safety.

The childminder implements the Early Years Foundation Stage effectively. She records the children's achievements through observations and assessments. These are linked to the six areas of learning and identify how their learning should be extended.

Children are provided with a broad and interesting range of activities and learning opportunities to help them achieve and enjoy. For example, children select and use a variety of toys and resources because they are accessible. This means that the children are able to make progress as they are in control of their own learning.

Children's learning is supported when the childminder interacts and communicates with the children. For example, she asks children 'how many people will fit in the car?' Thus enabling them to develop their understanding of number and develop problem-solving skills.

The children are developing a nurture and love of books and stories, as they select books that are freely available in the environment. The children independently use mark-making materials to make pictures and develop their writing skills.

Children are encouraged to develop their own creative ideas through play. For example, they fly a small helicopter and land it on the garage roof. The childminder nurtures their understanding of position by commenting that the helicopter has landed on 'top' of the garage.

Creative skills are developed well because the childminder encourages independent play and extends the children's ideas in role play.

The children have regular access to the outdoors. For example, the children walk to school every day. This enables children to have opportunities for fresh air and physical exercise; as a result, their physical health is well promoted. The childminder extends children's experiences through making good use of the local environment and community. She takes the children to the park and attends local groups. These activities contribute to promoting children's personal and social skills and help them to develop a knowledge and understanding of the world.

Information and communication technology resources are available for children in different age groups. This enables them to make progress and develop skills for the future. Children's behaviour is good and reflects the role model provided by the childminder. Children's personal hygiene skills are developing because there are daily routines in place. The childminder also sets good examples for them to follow. For example, she promotes regular hand washing.

Overall, children are making satisfactory levels of progress towards the early learning goals in all areas of 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?	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

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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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Certificate of registration) 20/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Certificate of registration) 20/11/2011