

Inspection report for early years provision

Unique reference number	EY333255
Inspection date	11/11/2011
Inspector	Anne Drinkwater

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 registered in 2006. She lives with her husband, two adult sons and 16 year old son in the Blackley area of Manchester. The whole of the ground floor of the property is used for childminding, toilet facilities are on the first floor. There are fully enclosed rear gardens available for outdoor 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 year's age range. She is currently minding two children in this age group. She also offers care to children aged over eight years to 11 years. In total there are six children on roll. This provision is registered by Ofsted on the Early Years Register and 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.

The childminder meets children's welfare and learning needs very well and they are making good progress towards the early learning goals. She has developed a good rapport with parents, keeping them informed of their children's welfare needs and detailing activities they have been involved in. The childminder has started to evaluate her practice to identify areas of strength and weakness. She has embraced many training opportunities since her last inspection as part of her continuous improvement. The recommendation from the last inspection has been met.

What steps need to be taken to improve provision further?

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

- develop opportunities to share relevant information with other providers of the Early Years Foundation Stage about children's learning and development to promote effective continuity and progression
- develop ways of obtaining information regarding children's starting points when they first attend from parents and enable parents to have ongoing opportunities to contribute to the settings self-evaluation, planning for their children and their children's portfolios
- review the risk assessment to ensure that it covers anything, with which, a child may come into contact to ensure children's safety and well being.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a clear understanding of child protection issues and knows how to proceed if she has concerns about a child in

her care. She has written safeguarding procedures and makes these available to parents. She is aware of the signs or symptoms that can indicate abuse and she knows what to do if she is worried about a child in her care. To make sure that she keeps up to date with child protection issues, she has booked a place on an additional training course. Children take part in regular fire drills and are learning how to leave the premises quickly and safely. All adults in the household have been vetted for suitability and regulatory documentation, such as, a valid first aid certificate is maintained to further safeguard children. In addition, the childminder with the aid of her written risk assessments makes sure her home and any trips are a safe environment for children, however these do not cover all the potential hazards a child may come into contact with.

Children are happy and confident within a secure setting and relationships between the childminder, children and parents are good. Inclusive practice is promoted as the childminder has established professional and friendly relationships with the parents she works for. They are informed of her policies and the childminder spends time talking to parents about the activities their children have done during the day and occasionally they have the opportunity to see the children's portfolios, listing their achievements and any next steps she has planned for the children. The childminder makes meaningful written observations and takes photos of children's achievements and links these to the Early Years Foundation Stage. However, the childminder has yet to set up systems to ensure parents and other deliverers of the Early Years Foundation Stage are positively involved and can contribute to the children's learning to ensure consistency.

The childminder provides children with a wide range of good quality and colourful resources that are suitable for their age and stage of development. Boxes of toys are frequently rotated and set out at child height, allowing children to make a choice in their play. Children have very good opportunities to explore the home and have free all day access to the enclosed rear garden.

The childminder has attended many training courses since her last inspection and uses the information attained to improve outcomes for children. At the childminder's last inspection a recommendation was raised to improve resources and activities in relation to anti-discriminatory play, this, she has done successfully as children have a range of resources and can access a large selection of books from the local library.

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

Children are secure and confident in the childminder's care and are treated with kindness and consideration. They play well together showing cooperation during games and activities and are learning to share and take turns.

The childminder has a large number of books, posters and small world figures for children to access that reflect diversity. They celebrate the festivals of others and the childminder keeps a list of festival dates to remind her to talk to the children about these. Children have lots of outings during the time they are with the

childminder. They visit the local library, shops, swimming baths and also make good use of the local park, where they are able to socialise with other children and use larger play equipment to help develop their physical skills. The childminder encourages children to make marks and draw with a variety of media. Children love to cook and are encouraged by the childminder to talk about the various ingredients and textures, weigh ingredients and look at the numbers whilst baking their cakes. Children's independent skills are encouraged as they dress appropriately to play outside, help tidy up for snack time and visit the shops to buy foods to make their own sandwiches for lunch. Other activities involve them in sorting and matching. They make puzzles, and play counting games with the childminder. Children have easy access to a selection of battery operated toys that they explore and activate by pressing buttons. Taken together, the children's activities help them to develop the skills that they need for their future learning. The childminder uses lots of praise and encouragement as children play, asking open questions to make them think and making suggestions to help extend children's learning.

The childminder makes sure children play in a clean and well maintained environment where they are supported in gaining an early understanding about what contributes to good hygiene and eating healthily. For example, children are given fruit for their snacks and have their hands washed prior to eating this. She has a weekly menu for children to give parents information about what children will eat each day and to give them the opportunity to state any particular preferences. The childminder speaks kindly and politely to the children so that they learn to be polite and pleasant to others by following her good example.

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
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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