

## Inspection report for early years provision

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<b>Unique reference number</b>	504144
<b>Inspection date</b>	11/11/2011
<b>Inspector</b>	Alec Smith
<b>Type of setting</b>	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 lives in the Eccles area of Salford. She has been registered since 2001. The childminder lives with her husband, their three children and a rabbit. The living room, kitchen and hallway on the ground floor and the en-suite bedroom on the first floor are used for childminding activities. There is a secure back garden available for outdoor play. As part of her service she uses local amenities, such as, the parent and tots group, library, recreational parks and other places of interest.

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. There are currently six children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. She is registered on the Early Years Register and on both the voluntary and compulsory 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 good.

Children thrive in the warm and friendly atmosphere that is provided by the childminder and they develop good relationships with each other. Children's individual needs are met exceptionally well as the childminder has fantastic links with parents and carers and takes time to develop these. Overall children make good progress in their learning and have access to a wide range of resources. Self-evaluation is used by the childminder to pin point her strengths and weaknesses, such as improving her planning. She has met all the recommendations from the last inspection and all safeguarding policies and procedures are in place.

## **What steps need to be taken to improve provision further?**

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

- strengthen the links between planning and assessment systems to clearly show how their individual next steps are to be planned for to offer sufficient challenge and maximise their learning.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected and safeguarded, as the childminder fully understands local safeguarding procedures. There are detailed policies in place and these are shared with parents. All adults in the household have been checked. She has

attended training recently to ensure that her knowledge is up to date. Full risk assessments, consents from parents and practical safety measures are in place and updated on a regular basis. This means that children can move safely around the home.

The environment is well organised and easily accessible to children with access to resources both indoors and out. For example all resources are placed in boxes at children's height so they can easily see what is available. The childminder changes the resources regularly depending on the interests of the children. This means that children are able to choose activities themselves and make good progress in their development.

The childminder is well motivated and enjoys her work. The recommendations from the last inspection have been met. For example, the childminder ensures that protective clothing such as disposable aprons are worn when changing children. The childminder uses parent's views in her self-evaluation and uses a formal self-evaluation form effectively, to reflect on her practice. For example, she has identified developing her planning as a target for the future.

The childminder forms excellent working relationships with parents and carers. She uses robust systems to find out detailed information about children, such as, using texts to keep parents well informed and giving the parents opportunity when at work to contact her. This means that parent's wishes and children's individual needs are given the utmost priority. The childminder and parents share important information about their child's progress. For example, the childminder and parents complete a diary detailing what their child has been learning that day both at home and at the setting. This means that parents can become really involved in their child's learning and are given exceptional support. Effective relationships with other provisions and professionals mean that children's welfare and learning are supported as they move on to school.

The childminder offers sensitive and caring support to children who have special educational needs and/or disabilities. Children are learning to develop positive attitudes towards themselves and others, because the childminder uses a good range of resources such as dolls and toys showing children from different backgrounds. She teaches children about their own and others cultures. For example, the childminder teaches children about Diwali through creative activities and food tasting.

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

Children are extremely confident and self-assured in this setting and have a strong sense of security because the childminder gives the utmost priority to meeting all their needs. Children have excellent levels of behaviour because the childminder has set boundaries and communicates these to children through excellent interactions. Children learn how to use equipment safely and remind each other how to use them. For example, older children remind others not to climb on the

furniture as they might hurt themselves.

Children's good hygiene is promoted effectively by the childminder. They wash their hands before snack because the childminder provides a positive role model and routines are well established. Children learn about making good food choices, as they are involved in making choices for their snack such as fruit. Children are able to get out in to the fresh air each day. They are developing good physical skills, such as, jumping and climbing because they use a variety of resources. For example, the childminder takes children to the local park so they can use large equipment such as a climbing frame.

Children are making good progress towards the Early Learning Goals because the childminder regularly observes what children can do and plans activities around their needs and interests. However, these plans are not explicitly linked to the Early Years Foundation Stage. This means there is scope to maximise children's progress further. Children are developing good language skills. They enjoy looking at books and talking about the pictures that they see. For example, children talk about the book 'Elmer's Colours' and name the colours that they can see. They are using mathematical language and enjoy counting. For example, children when walking to and from school count the number of blue cars that they see on the way. Children are also gaining good skills in using technology as they have access to a range of electronic toys. This means that they are learning skills for the future.

Children are really well behaved in the setting and have a clear understanding of boundaries. This is because the childminder takes time to develop children's social skills. They are learning about their own and other cultures and beliefs. For example, children made collages using glue, scissors and paper to make farm pictures and linked this in to the work some children were doing at school.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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