

Inspection report for early years provision

Unique reference number	EY427219
Inspection date	19/10/2011
Inspector	Anne Drinkwater
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 April 2011. She lives with her husband, adult son and daughter aged 17 months in Blackley, Manchester. The whole of the ground floor of the childminder's home is used for childminding. This consists of a large conservatory, playroom, lounge, dining room and kitchen. Bathroom facilities are also on the ground floor. There is a rear garden available for outdoor play. There are steps to both the front and rear doors. The childminder has a dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding five 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.

Children's individuality is recognised and acknowledged by the childminder who provides a very safe and welcoming environment for the children. Children have access to a good range of resources and activities to promote their interest and enjoyment. The childminder is confident in her understanding of the Early Years Foundation Stage and has established a systematic approach to using observation and assessment to plan for children's progress. Her policies and procedures are well written and she has formed good relationships with the parents. The childminder demonstrates a commitment to continuous improvement and reflects on her practice to identify areas for development.

What steps need to be taken to improve provision further?

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

- improve further the good partnership working by inviting parents to contribute their children's initial starting points on entry, to fully support and inform planning for the next stages in children's development.

The effectiveness of leadership and management of the early years provision

The childminder shows a good awareness of her roles and responsibilities to ensure that children are fully protected. Recent child protection training and comprehensive policies and written documents ensure that the childminder places a high importance around safeguarding children. Children are cared for in a homely and organised environment. The childminder has written policies and procedures which safeguard children's welfare and ensure a very hygienic

environment is maintained. Well planned play areas contribute to the children's ability to make decisions about what they want to do as they easily select items from low-level shelving and boxes with the childminder's support.

The childminder has a professional approach to her career and self-development. She is currently working towards becoming an accredited childminder and has embarked on a relevant childcare qualification. She is open and receptive to visits from a local authority development worker so that good practice is shared and disseminated. She provides a fully-inclusive provision where all children are welcomed. This shows a positive attitude towards furthering her understanding in all areas of childcare and successfully promoting equal opportunities.

Very sound systems exist to share information with parents. Her childminding portfolio is well organised with some excellent information that is shared with parents. She also provides parents with a comprehensive 'parents pack' which gives them a good insight into her provision. Parents, via questionnaires, are very complimentary about the care their children receive and about how children have developed in their time with the childminder. Good working relationships ensure that suggestions are taken on board to ensure consistency. In addition, she has developed good systems to enable her to work in partnership with others providing the Early Years Foundation Stage to ensure continuity and extend the children's learning in her own setting. This ensures that effective partnerships are in place so that parents, teachers and the childminder work together well to meet the individual needs of the children.

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

The children have very good relationships with the childminder and they are happy and settled in her care. She is very patient and responsive to each child's individual needs and she ensures they feel comfortable and secure.

The childminder has very detailed systems in place for parents to complete information sheets to ensure she knows all about the children's individual needs and likes. However, not all children's developmental starting points on entry are sought before they start. That said, each child has an individual file which contains detailed observation records which are clearly linked to the Early Years Foundation Stage. Children's next steps are identified and weekly planning is in place to ensure each child has the opportunity to fulfil their potential.

Interaction between the childminder and the minded children is good. She ensures that she takes opportunities to help them develop their skills and learning. Their independence is promoted as they are encouraged to make their own choices from the wide range of toys and resources available. They participate in regular outdoor activities in the well-resourced garden and visits to parks and community resources, such as soft play and sensory rooms give them additional experiences. The childminder encourages children to use a range of resources, such as natural materials, role play, books and small-world toys, to help them learn about the wider world. Children's communication skills are fostered well through various

activities, including songs and rhymes. A wide variety of creative activities, for example, gloop, spaghetti and painting experiences, such as hand printing enable children to use their senses and promote children's self-expression whilst having fun. Children explore shape and sort and match objects. Children are active or restful through choice and sleep in line with their individual needs and parents' wishes.

Good health and well-being are promoted well, as the childminder uses her knowledge of the children's dietary and health needs appropriately. The childminder uses her comprehensive written policies and procedures well, including those regarding accidents, medication and the care of a sick child. Hygiene procedures are promoted, as the childminder ensures children are aware of the reasons for washing their hands and they all have their own hand towel in the bathroom, which helps to reduce the risk of cross infection. The children learn about healthy eating as the childminder ensures she provides children with healthy and nutritious meals and snacks. The children are well behaved and respond positively to the childminder's routines and consistent boundaries. She knows the minded children well and methods used for behaviour management are appropriate to their ages and understanding. The children respond very positively to the praise and encouragement which they receive from the childminder throughout the day.

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