

Inspection report for early years provision

Unique reference number	EY426179
Inspection date	16/11/2011
Inspector	June Oliver

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 2011. She lives with her husband and two children in Failsworth, Manchester. The rooms and areas of the house used for childminding are the lounge, kitchen, cellar/playroom, upstairs bathroom and back garden.

The childminder is registered to care for a maximum of four children under the age of eight years, no more than two of which can be in the early years age group. The childminder is currently caring for three children in this age group, all of who attend on a part-time basis. She also offers care for children over five-years-old. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The family have fish, a rabbit and two dogs as pets. The childminder takes children to the local school and makes use of community groups and parks. The childminder has a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children generally make good progress in their learning and development from their starting points. This is because the childminder plans activities and experiences to meet children's individual needs and interests. Children readily participate in the child-initiated and adult-led activities which mostly cover all the areas of learning consistently. She forms good relationships with children and their parents to ensure children feel confident to explore the setting. The childminder has started to evaluate her practice and is committed to providing good quality care and education for the children she cares for. All of the required documentation is in place and effective in practice.

What steps need to be taken to improve provision further?

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

- develop further a culture of reflective practice and self-evaluation to continually look for ways to improve the quality of the learning, development and care offered that will improve the quality of provision for all children
- ensure daily opportunities are provided for children to practise and extend their skills in Problem Solving, Reasoning and Numeracy
- identify children's starting points and 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 safeguarded well at this setting as the childminder has a policy in place and contact numbers available should she have a concern about a child in her care. She has attended training and has knowledge of local policies and procedures. The childminder completes risk assessments to ensure children play in a safe environment and are safe when out and about. The childminder is vigilant and supervises the children well to further ensure their safety. Appropriate medication, accident and attendance records are maintained which also contributes to keeping children safe.

Whilst the childminder has identified some priorities for improvement the self-evaluation process is still developing and as a result has not fully impacted on improving all outcomes for children. The childminder has identified that she needs to link children's next steps to planning. This would ensure all areas of learning are covered consistently and that activities planned are appropriate for individual children. The childminder always evaluates activities she offers children to ensure they meet the needs of all the children and covers the intended learning objective. She meets up with other childminders to share good practice. The childminder regularly attends training to update her knowledge and holds a level 3 qualification in Early Years Practice and is working towards a Foundation Degree in Early Years.

The childminder has a good knowledge of the Early Years Foundation Stage and uses this to support children's learning. The setting is organised so children can self-select their own activities and resources. This encourages them to become independent learners. The childminder takes children to local parks and community groups to extend their learning. She readily adapts activities to enable all children to participate in the same activity. For example, she sits close to children and supervises them doing a puzzle and helps other children to sort the pieces of their puzzle and suggest pieces to fit next.

The childminder forms good relationships with the parents of the children she cares for. Useful written information about dietary and medical needs is collected about children to ensure their individual needs are met effectively. Information about the children's day is exchanged on a daily basis using diaries and conversation. Children's learning and progress is shared regularly using learning journals and assessment reports. This means that parents are fully informed about their children's learning and development and learning is effectively supported. The childminder forms purposeful relationships with the school and nursery that she collects from. This means that children's learning is further supported.

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

Children enjoy being at this setting and are settled and secured in the routines because the childminder is careful to meet their needs. The children participate in

well-planned activities with a caring and responsive childminder, because good relationships have been established. Children are confident to use all the setting because the childminder has ensured their environment is safe. For example, children are confident to ask to go into the lower playroom and get their shoes on to go out into the garden. They know they can select from the well-resourced playroom and know how to use the resources properly. This encourages children to become independent learners. Children understand how to keep safe when out and about as the childminder teaches them about road safety and ensures younger children are in buggies. Children learn how to use tools correctly as they use forks and spoons for their lunch.

Children learn about healthy routines very effectively. They play outside regularly and learn about the effects of exercise on their bodies. For example, they use the slide in the garden and run about when at the park. This promotes children's physical development. Children learn about healthy food choices as children help themselves to fruit and drinks when they like and enjoy home-cooked balanced lunches and dinners. For example, children enjoyed macaroni cheese with bread, followed by jelly for their lunch. Children are learning about washing their hands before and after lunch using their own cloths and learning about hygienic care routines, such as use of the potty.

Children make good progress towards the early learning goals. This is because the childminder knows all the children well and has good knowledge of how children learn and develop. She plans interesting and stimulating activities to meet children's individual learning objectives and to follow their interests. However, information about children's starting points is not always recorded. This means that planning may not always meet all of children's initial learning objectives. Children's learning journals contain samples of work, some photographs, observations with links to areas of learning and assessments. These are used to inform children's next steps. For example, children cook, play with foam and dress up. Children are developing good communication skills as they are asked questions. For example, children are asked what is happening in the puzzle picture. Their listening skills are promoted as they are asked to find specific letters from the fridge magnets. Children's early writing skills are encouraged as drawing resources are available and they learn to use cutlery and tools for craft activities. Children are developing their mathematical skills as they count items on a puzzle, although counting during everyday activities is limited. This means that this area of learning is not fully promoted. They are learning about information and communication technology as they use a computer, games on a mobile phone and electronic toys. This also develops their skills for the future. Children go to the local park and parent and toddler groups to experience the wider world.

Children behave well in the setting because of the consistent boundaries. This ensures children feel confident and motivated to explore the setting. They readily engage in activities with a good level of participation. Children receive constant praise for efforts and achievements. This shows children they are valued. Children play well together and share the resources well. For example, children choose to play with the small world figures together. Children learn about cultures and beliefs by celebrating festivals and birthdays together and learn about diversity and

differences by using books, puzzles and small world figures.

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

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