

Inspection report for early years provision

Unique reference number	EY414431
Inspection date	25/11/2011
Inspector	Jane Wyncoll
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 2010. She lives in the Chorlton area of Manchester, close to local shops and amenities, with her son aged seven years. The whole ground floor of the childminder's home is used for childminding. There is a secure back garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children of this age group. She also offers care to children aged over five years. The childminder takes and collects children from local schools. The childminder is a member of the National Childminding Association. She holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a sensitive and inclusive environment, where every child is highly valued and respected. The childminder knows individual children exceptionally well and works particularly closely with their parents and carers. Overall, children's well-being and safety is very well promoted. The childminder has a good understanding of the Early Years Foundation Stage and plans imaginative experiences and opportunities across the six areas of learning. She places significant importance on observing and responding to children's individual learning and development and so children make very good progress. The childminder is committed to continuous improvement and has begun to use the self-evaluation process to support this.

What steps need to be taken to improve provision further?

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

- make sure policies are in line with the Local Safeguarding Children's Board guidance and procedures
- develop use of the self-evaluation process to continually look for ways to improve the quality of learning, development and care offered.

The effectiveness of leadership and management of the early years provision

The childminder provides extremely well-resourced and attractive areas for children to play, both indoors and outdoors. Children move around confidently and are supported in a reassuring and sensitive manner as they choose activities which interest them. All required policies and procedures are in place and children's record-keeping is particularly well organised. Although the safeguarding policy does not include relevant telephone numbers, the childminder's recent training

ensures she has a good understanding of signs to watch for and how to report any concerns she might have. Safety measures, such as gates and door locks, are fully in place and children are exceptionally well supervised. The childminder holds a current paediatric first aid certificate and records accidents or incidents carefully so children are protected very well.

Since registration the childminder has put in place a comprehensive range of systems for monitoring children's learning and development. She has worked to review and reflect on her practice, and is beginning to use the self-evaluation form to record this process. She uses her childminding mentor to provide advice. The childminder makes very good use of opportunities to share practice and ideas at the local children's centre drop-in which she regularly attends. For example, she finds out about training that is available for improving her understanding of child development.

Partnerships with parents are extensive and parents comment on the personal service they receive. The childminder provides a substantial range of ways with which she communicates with parents about their children. Comprehensive 'All about me' booklets are completed before the child starts, including information about dietary and medical needs. Parents have regular opportunities to record any areas in which their children need particular support. This means children's well-being and routines are provided for successfully. Detailed learning journeys, with observations, photographs and tracking sheets, ensure that children's progress is regularly monitored and discussed with parents. Time to talk with parents is a priority and the childminder uses wipe-clean display boards to record daily information about individual achievements. Children's creative work and photographs of their activities are displayed around the walls so parents and children can celebrate their success.

The childminder is dedicated to providing an inclusive environment in which children of all races are equally supported. All children in the setting are encouraged to be involved in sponsoring and writing to children in different countries. There is a wide range of books and toys which reflect different cultures and races. The childminder places particular importance on responding to children's individual interests. For example, she has recently acquired a toy shopping trolley because of a child's interest in their regular visits to the local store. In discussion, the childminder shows she has an excellent knowledge of ways to support children and their families who have English as an additional language.

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

Children are making very good progress in their learning and development as they are relaxed and confident in the childminder's care. Children are confident and inquisitive learners who make independent choices from the easily accessible age-appropriate toys and resources available to them. They thoroughly enjoy their time at the setting and have clearly formed secure relationships with the childminder. She skilfully interacts with children, providing purposeful support and

encouragement. For example, as a child tries to fit the felt pens into the box, the childminder waits patiently, suggesting trying again until the child succeeds. Children acquire very good physical skills and co-ordination. They have opportunities to explore a full range of activities in the garden daily, where they choose between using the swing seat, painting on easels or exploring tents and ball pools. Participation in a toddler swimming session and visits to local parks provide further extensive opportunities for physical play. Sorting and fitting shapes into puzzles, as well as tidying objects into their containers, helps provide children with very good problem-solving skills. Songs and books are shared at quiet times with the childminder. She helps them name objects and delight in the pictures and sounds which supports children's language development very well.

Children are helped to develop an excellent awareness of healthy eating. A range of interesting menus are provided, some of which children are involved in preparing. Cakes are baked with children and they are encouraged to add their own toppings to pizzas. Shopping trips are used to learn about different fruits and vegetables because even young children choose which items they would like and help to carry the basket. As the childminder prepares fruit for snack time, children use play items to chop their own fruit.

Developing independence and self-esteem is supported particularly well. The childminder uses praise very effectively. For example, when a child succeeds at her puzzle she joins with the child in clapping and smiling which encourages the child to try again. Children's social skills are also developed exceptionally well through regular attendance at toddler groups where they learn to join in with other children. From a young age children learn to manage their own safety as they carry the small chairs and their own bowls between rooms. The childminder quietly reminds them to 'mind the step' as they negotiate the safety gate. They are involved in regular fire drills. Fastening the seatbelt on the swing for a doll helps the child to learn about keeping safe in the car. Children have ample opportunities for developing technological skills, playing with the toy laptop, using play cameras and working the music player. Consequently, they flourish as they acquire skills which will prepare them very well for their future 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?	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	1
The effectiveness with which the setting promotes equality and diversity	1
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

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	1
The extent to which children make a positive contribution	1
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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