

Inspection report for early years provision

Unique reference number	EY429433
Inspection date	15/12/2011
Inspector	Susan Heap
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 partner and two children aged six and three, in the Shaw area of Oldham, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding. The garden is used for outdoor play. There is a step to the front and rear of the property.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of whom may be in the early years age range. She is currently minding five children in this age group on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. The childminder also cares for children aged between five and nine years old.

The childminder has a National Nursery Nurse Examination Board (NNEB) qualification. The childminder regularly attends toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as unique individuals in a homely and welcoming environment. They enjoy a wide range of interesting activities and are making good progress in their learning. Documentation is of good quality and well organised and includes most of the required information. Most aspects of partnership working with parents and other providers of the Early Years Foundation Stage are effective in successfully promoting children's welfare and learning. The childminder is an experienced professional who shows a strong commitment to continuous improvement and constantly self-evaluates her practice to drive further improvement.

What steps need to be taken to improve provision further?

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

- review the safeguarding policy to include the contact details the Local Safeguarding Children's Board and Ofsted and ensure that the daily record of attendance records the accurate times of arrival and departure of children
- develop ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their individual needs
- develop partnership working with other settings where children receive care and education by sharing relevant information with each other in order to complement children's learning.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded due to the vigilance and commitment of the childminder. She has a strong understanding of the indicators of abuse and the procedures to follow should she have any concerns about any children in her care. There are thorough safeguarding policies and procedures in place which are shared with parents. However, they lack some detail regarding contact numbers and addresses. All required vetting procedures, including Criminal Records Bureau checks, for adults living in the home have been completed. Detailed written risk assessments are undertaken daily, displayed in each area of the home used. These ensure that the home is extremely safe for children and free of hazards. Emergency evacuation drills take place monthly and fire evacuation routes are displayed at each exit. Consequently, children learn the procedures to follow in the event of an emergency. Detailed written policies and procedures are regularly reviewed and underpin the childminder's daily practice to promote children's care, welfare and safety at all times. A daily register of children is maintained, although this records their contracted hours of attendance and not their times of arrival and departure.

The childminder is an experienced child care professional who strives for improvement through being a reflective practitioner and self-evaluation. Parents are involved in this through the completion of questionnaires and through the sharing of children's daily diaries. The childminder makes good use of resources, both within the home and the local community to meet the needs of the children. As a result, children engage in a wide variety of activities to extend their experiences, such as, story time sessions at the library or play sessions at the nearby Sure Start centre. Toys and equipment are easily accessible to the children so that they can make choices throughout the day. Positive images and resources of all aspects of diversity help children learn to respect and celebrate differences. A folder of children's work includes examples of Eid, Halloween and Christmas, as well as those which develop children's understanding of the needs of others, such as Remembrance Day and Children in Need.

The childminder works closely with parents of all children who are all made to feel extremely welcome. Most children who attend have been recommended by existing parents. Parents are kept well informed about all aspects of their children's achievements, well-being and development through the individual daily. Systems to fully involve parents in the assessment of their children's progress or share information about their children's achievements at home are in the early stages of development. Parents comment extremely positively on the high quality care provided to the children, such as 'children are very happy and busy with activities' and 'everything you do is more than I would expect'. The childminder has established informal links with staff at the local schools which children may also attend. However, systems to coordinate activities and themes so that there is continuity in the children's learning are not yet established. The childminder has not yet cared for any children who have special educational needs and/or disabilities. However, she has a clear understanding of the importance of working with other professionals to provide support for such children when the need arises.

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

Children are happy and settled in a homely and friendly environment where they are nurtured and encouraged to develop their self-esteem and confidence. The children have good opportunities to adopt healthy lifestyles by taking part in a good range of physical activities. The outdoor play area provides them with good opportunities to develop their physical skills, such as, riding wheeled toys or playing in sand and water. They enjoy plenty of fresh air on their walks to and from school or to the library or Sure Start centre. They develop a good understanding of healthy eating as they enjoy nutritious home-made meals and healthy snacks and drinks. Parents comment positively on the, 'good balanced diet' provided and the, 'good approach when trying new foods'. The childminder is vigilant and ensures children keep themselves rehydrated by giving regular reminders about having a drink. Children develop a good understanding of the importance of following good personal hygiene routines and they are aware of why they need to wash their hands at appropriate times. Colourful posters are displayed and act to reinforce and remind children of this.

Children feel safe and happy as they enjoy close attachments and good quality relationships with the childminder. They snuggle closely into her when they are tired or follow her closely as she moves from room to room when visiting adults are present. The childminder uses everyday opportunities to teach children how to keep themselves safe. For example, road safety is discussed and talked about on their trips within the local community which reinforces children's developing understanding of safety issues. Children display good levels of confidence and self-esteem as they make choices and play well independently. They are taught from an early age to respect each other and to share toys and take turns, through the implementation of house rules and positive role modelling by the childminder.

Children are making good progress in their learning and development; particularly in their personal, social and emotional development, language and literacy and also in their knowledge of technology. This is due to the high quality planning and range of activities that meet their individual needs and interests. Regular observations and assessments are used very effectively to plan for children's next steps. They enjoy a wide range of books and are constantly encouraged to develop their language skills by communicating with the childminder. She carefully repeats words or phrases to develop their emerging language. They develop their mark making skills, through accessing a wide range of resources, such as paints and crayons. They have lots of opportunities to develop their imaginations and explore their creativity. This is achieved through role play, dressing up or using materials to draw their own representations of Father Christmas or Christmas trees with paint, pom-poms or glitter. They self-register on arrival by sticking their photograph on the 'We are here' board, which helps with their communication skills as well as developing their sense of belonging. Children develop good skills in information and communication technology due to the resources available, such as push button toys, magnifying glasses, computers and remote control toys. They learn about numeracy and problem solving by playing with the range of games and

resources freely available to them, such as jigsaws, shape sorters or different types of building materials. All these help them to successfully develop skills for the future.

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	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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