

Inspection report for early years provision

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Inspection date	14/12/2011
Inspector	Karen O'Hara
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 June 2011. She lives with her child aged six in the Partington area of Manchester. The whole of the house, except for the main bedroom, is used for childminding. The back garden is used for outdoor play. The family has a pet dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is able to provide care for a maximum of four children under eight. She is a member of the National Childminding Association. There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussion with the childminder and an inspection of the premises, equipment and documentation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe, relaxed and homely environment for children. Inclusion is well promoted by the childminder, who has put good systems of planning and observation in place to meet children's individual needs. Children make good progress in their development as the childminder provides interesting activities that help them to develop skills for the future. Children can freely access indoor and outdoor resources in line with their interests, although there are limited resources to support problem solving. The childminder has a clear vision regarding what she would like to do to develop her provision further, although she has not yet included views of parents and children.

What steps need to be taken to improve provision further?

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

- ensure that mathematical resources and activities are readily available both indoors and outside
- develop existing systems of self-evaluation by considering ways to seek parents' and children's views so they can contribute to the setting's future vision.

The effectiveness of leadership and management of the early years provision

The childminder has previous experience of working with children in the local authority. Therefore, through discussion she demonstrates that she has a very good understanding of promoting children's welfare and protecting them from harm. She has a comprehensive written safeguarding policy in place; therefore

children are protected because the childminder knows the procedures for dealing with safeguarding concerns. The childminder has an emergency evacuation plan that is displayed and regularly practised. There are also comprehensive risk assessments that identify potential hazards and these are checked regularly so that children remain safe. Policies, procedures and records are professional, comprehensive and regularly reviewed. Policies are effective because they are well thought out, link to good practice in early years and are accessible by parents.

A variety of satisfactory resources and materials are easily accessible to support children's play, learning and development. For example, low shelving enables children to independently access resources that they want to play with. Children have the opportunity to play with familiar toys as well as resources that support current planning themes and individual interests. However, resources for problem solving and number are not as readily available for children to access. A well-organised outdoor area is provided where children develop their physical skills using large cars, a slide and a swing. They can also choose to rest outdoors in the seated area.

Through a robust gradual admission process, the childminder gains initial information from parents regarding the children's individual routines and personal care. This ensures continuity for the children and promotes their well-being. The childminder promotes positive relationships with parents through a two-way flow of information about the needs and interests of the children in her care. She gives the parents regular updates during the day through messages and photographs, which ensures that parents feel reassured and fully informed.

Relationships with other early years professionals, for example, the nursery teacher at the local school, are already well established. This means that future transition from the childminder to the nursery is effective in sharing information about children's learning.

The childminder is very clear regarding her future vision for the setting, although parents and children are not fully involved in the process. There are action plans in place to develop her practice further through training courses, networking with local childminders and developing resources. The childminder recognises that different groups of children have individual learning needs because she performs detailed observations of the children when they join the setting and she discusses the next steps with parents. She talks about how she uses creative opportunities to develop children's individual communication skills through targeted questions when out walking in the community as well as through regular songs, rhymes and stories.

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

The childminder provides a good balance of child-led and adult-initiated activities. Through discussion and documentation she demonstrates that she has a good knowledge of the six areas of learning and observes children's play regularly noting

their interests in order to plan next steps in their learning effectively. The children learn about healthy eating through the 'Toddle and Taste' sessions that they attend weekly. Planning is effective; it is age appropriate, linked to children's interests and includes ideas from parents. Individual learning journeys include regular observations linked to next steps in learning. This ensures that children's individual needs are met and they have the opportunity to make the progress they are capable of. The childminder attends early years courses in her own time to gain new ideas and develop her own practice, around diversity and inclusion, for example.

Children's personal and social skills are promoted very well as the childminder has systems in place to allow children to make individual choices regarding their snack and what they play with. She provides opportunities for children to develop their knowledge and understanding of the world as they take part in trips within the community, to the park and alongside the canal. Children are given regular opportunities to develop literacy skills through rhyme activities and sharing books and puppets. However, resources and activities to support mathematical problem solving and number are not fully developed to ensure that children gain equal access to all six areas of learning.

The childminder ensures that children are kept safe in this setting because they are included in discussions about what they need to do to keep safe. The childminder knows the children well and can talk about their different personalities and needs. Good behaviour is promoted through positive relationships, role modelling and praise. Daily checks of all areas by the childminder ensure that children are further protected. Regular evacuation practices ensure that children know what to do in case of an emergency. The childminder provides healthy snacks from a menu clearly displayed for parents and she completes a daily sheet for them to show what the children have eaten. She is knowledgeable about good hygiene practice. Good policies and procedures ensure that children wash their hands before snack and after using the bathroom. The childminder promotes the benefits of physical activity for the children through regular planned sessions outside of the setting and they have free-flow access to the outdoor area.

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	3
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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