

Inspection report for early years provision

Unique reference number	EY429388
Inspection date	10/01/2012
Inspector	Karen McWilliam
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 three adult children in the Worsley area of Manchester. The whole of the ground floor of the childminders home is used for childminding, except for the office. She has a pet cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is able to provide care for a maximum of six children under eight years. When working with an assistant, may care for no more than 10 children under eight years, of these, not more than six may be in the early years age group and of these, not more than two may be under one year at any one time. When working with another childminder at the above premises, together they may care for a total of no more than 10 children under eight years, of these, not more than six may be in the early years age group and of these, not more than two may be under one year at any one time.

The childminder is able to take and collect children from school and attends regular playgroup and library sessions. She is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well-cared for and happy in the welcoming family home where their individual needs are routinely met. The childminder has a sufficient understanding of the Early Years Foundation Stage, therefore, children make good progress in their learning. Overall, children have access to a good range of resources that help support their development and learning. A meaningful partnership with parents ensures an inclusive environment that values each child's unique qualities and effective working partnerships with others also benefits the children. Overall, most records and systems ensure children are protected and make good progress over time. The childminder evaluates her practice and can clearly explain her areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the assessment arrangements further. This is with regard to tracking children's progress over time
- provide resources that help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a good understanding of safeguarding issues and she ensures she has all relevant contact details to hand should there be a concern about a child. All adults in the home have been suitably vetted to further protect children. There are detailed risk assessments and daily checks conducted on all aspects of her provision this means that the environment is safe for the children to explore. Children are further protected because the childminder keeps good documentation, including medication, accidents and attendance records. She has attended training to update her knowledge of keeping children safe, including first aid. She also ensures smoke alarms are routinely tested and has a clear and effective escape plan in place in case of a fire.

The available resources are used well to achieve the planned goals in learning and development and outcomes for children are clearly attributable to this. The good use of space and storage encourages children's self-help and investigative skills. The childminder has a good knowledge of each child's background and needs and effective partnerships with parents ensure these are appropriately met. To ensure parents are kept fully informed about the progress their children make, the childminder provides a daily exchange of information, maintains a learning journey for each child and regularly updates her website to reflect the monthly planning, therefore, ensuring continuity of care for the children. She has established good partnerships with others, such as, the local authority development worker, which further contribute to ensuring good quality outcomes for children. The childminder regularly works with assistants to greatly enhance the play experiences for her minded children, who accompany them on days out.

The childminder reflects upon and evaluates her practice. She is very aware of her strengths and areas for development and has highlighted further training as a priority. To further improve the quality of the provision for children, the childminder has identified realistic topics to further promote children's understanding of the world in which we live. The childminder seeks the views of parents through verbal feedback and uses this well to further enhance experiences for children.

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

Children really enjoy being in this welcoming family home. They are familiar and secure in the routines because the childminder is careful to meet their needs. Children move freely and confidently around the play areas because the childminder supervises them well and ensures there is a range of safety equipment in place, such as a cupboard locks. Children demonstrate they feel safe by snuggling into the childminder when they are tired.

Children's good health is effectively promoted by the childminder because she

offers them healthy choices of fruit and well-balanced meals. They readily wash their hands before snack because good hygiene routines are well-established. Children are able to get out in the fresh air daily. Regular outings to farms, parks and other places of interest also contribute to children developing healthy habits. Children develop good physical skills in walking, running, jumping and climbing because they make use of a variety of resources to test and challenge their skills.

Children are making good progress towards the early learning goals. The childminder observes what they can do and documents this in their individual learning journeys. She then uses this information to plan appropriate play experiences for the children. However, the childminder does not track the progress children make over time and has identified this as an area for development. Children enjoy playing in the home corner and investigating the treasure basket. As a result of this they are developing good personal, social and emotional skills. The children have opportunities to try out their early writing and drawing skills. For example, they make marks with a variety of resources, such as paints and crayons. They fit pieces into jigsaw puzzles and connect play bricks together. As a result of this they are developing skills in problem solving, reasoning and numeracy

The childminder promotes children's knowledge and understanding of the world through a variety of activities, such as, observing chicks as they hatch and through a variety of role play equipment. Children are learning to develop positive attitudes towards themselves and others because the childminder ensures that they partake in a variety of activities that enhance their understanding. For example, they celebrate a variety of festivals. However, there are very few toys or equipment for children to play with that reflects the diversity of the world in which they live. Therefore, opportunities to fully promote children's understanding in this area are not maximised. Children are also gaining sufficient skills in using technology as they access a wide variety of programmable and cause and effect toys, such as an electronic laptop. This means that children are also developing skills for the future.

Children behave well in the setting. This is because the childminder offers clear explanations. She is a good role model and constantly praises the children. The rules of the house are shared with families from the outset, which further reinforce their effectiveness.

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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