

Inspection report for early years provision

Unique reference number	EY409626
Inspection date	23/01/2012
Inspector	Alec Smith
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2010 .She lives with her husband and their two children aged three and one, in Levenshulme, Greater Manchester. The whole ground floor and the upstairs bathroom of the childminder's house are used for childminding.

The childminder is registered on the Early Years Register and on the Compulsory and Voluntary part of the Childcare Register. She is registered to provide care for a maximum of four children under eight years of age at any one time. The childminder supports children with special educational needs and/or disabilities.

The childminder walks to local schools to take and collect children. She attends carer and toddler groups and local amenities, such as the library.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the warm and homely atmosphere that is provided by the childminder and they develop good relationships with each other. Childrens' individual needs are given a high priority as the childminder has effective links with parents and carers and takes time to develop these. Overall, children make efficient progress in their learning and have access to a broad range of resources. Self-evaluation is used by the childminder to pinpoint her strengths and weaknesses, such as improving her planning. All safeguarding policies and procedures are in place and successfully promote childrens' welfare.

What steps need to be taken to improve provision further?

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

- strengthen the links between planning and assessment systems to clearly show how children's 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 well protected and safeguarded as the childminder fully understands local safeguarding procedures. There are detailed policies in place and these are understood and shared with her assistant and parents. All adults in the household have been checked. She has attended training recently to ensure that her knowledge is up to date. Full risk assessments, consents from parents and practical safety measures are in place and updated on a regular basis. This means that children can move safely around the home.

The environment gives access to a broad range of well organised and clearly labelled resources for children. For example, boxes are stored at children's height, with clear photographs and written labels. This means that children are able to make a wide variety of choices in their learning and make good progress in their development. Although the childminder is unable to use her garden at present, she makes effective use of daily trips to local parks and playgroups to compensate. The childminder is well motivated and enjoys her work. She uses parent's views in her self-evaluation and uses the Ofsted self-evaluation form effectively to reflect on her practice. For example, she has identified developing her planning further as a target for the future.

The childminder forms good working partnerships with parents and carers. She uses comprehensive systems to find out detailed information about children, such as, what children can do at home and their welfare needs. This means that parents' wishes and children's individual needs are given a high priority. The childminder and parents share important information about their child's progress. For example, the childminder and parents complete a daily diary detailing what their child has been learning that day both at the setting and at home. This means that parents can become really involved in their child's learning and are given purposeful support. Effective relationships with other provisions and professionals mean that children's welfare and learning are supported as they move on to school.

The childminder offers sensitive and caring support to children who have special educational needs and/or disabilities. Children are learning to develop positive attitudes towards themselves and others because the childminder uses a good range of resources, such as, dolls and toys showing children from different backgrounds. She teaches children about their own and others cultures. For example, the childminder teaches children about Chinese New Year through food tasting and creative activities, such as making sock puppet dragons and lanterns.

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

Children really enjoy being in this setting and are familiar and secure in its routines because the childminder is careful to meet their needs. Children are able to move around the setting safely because the childminder has set boundaries and they are reminded of these. Children learn how to use tools safely and remind each other how to use them. For example, children understand that creative resources, such as scissors, have to stay on the table.

Children's good hygiene is promoted effectively by the childminder. They wash their hands before snack because the childminder provides a positive role model and routines are well established. Children learn about making good food options, as they are involved in making choices for their lunch and helping to prepare food. Children are able to get out into the fresh air each day. Children jump and climb on a variety of large equipment at the local parks and this supports them to develop good physical skills. They go on regular nature walks in the local environment to find out about the world around them through real life experiences.

Children are making good progress towards the Early Learning Goals because the childminder regularly observes what children can do and plans activities around their needs and interests. However, these plans are not explicitly linked to the Early Years Foundation Stage. This means some opportunities to maximise children's learning are potentially missed. Children are developing good language skills. They look at books and photographs and talk about the pictures that they see. For example, children identify themselves and others in a homemade photograph book using simple words to say what they are doing. Children have opportunities to make marks using large pens and whiteboards as well as exploring marks in paint with their fingers, hands and feet. They develop good mathematical skills when they match shapes in simple shape puzzles and post the right shapes in to shape sorters. Children use simple technological toys correctly as they press buttons to make sounds and use more complex computers and tablets, which supports them to develop skills for the future.

Children are well behaved and display a strong sense of belonging. They know who to go to for support and are comfortable to do so. For example, children and babies ask for help when going to the toilet, with young babies pointing upstairs to indicate their needs. They develop independence skills as they are given wide choice in their play and learning and are actively involved in planning activities for the following week.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----