

Inspection report for early years provision

Unique reference number	EY277769
Inspection date	24/01/2012
Inspector	Sandra Harwood
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.

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 2004. She lives with her husband and three sons, aged nine, 12 and 14 years in a town house in Leigh.

The playroom, kitchen dining room and bathroom on the ground floor are used for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered to provide care for a maximum of six children at any one time and is currently caring for eight children who attend on a variety of placements. She is able to take and collect children from the local primary school and is a member of the National Childminding Association and the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the childminder works closely with the children's parents and carers. A well-developed knowledge of each child ensures the childminder is successful in promoting welfare and learning. However, further development of assessment and planning is needed. Children's safety and protection is secure and they enjoy a close and trusting relationship with the childminder. Self-evaluation ensures areas for improvement are identified. This means that she is continually improving her provision for the children.

What steps need to be taken to improve provision further?

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

- develop further systems for planning and assessment
- develop further knowledge of Early Years Foundation Stage to help with planning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder has a good knowledge of safeguarding procedures. She is well informed about child protection issues and has the appropriate contact details should she have any concerns. Children are kept safe in the childminder's care because she is observant and supervises the children well. The childminder keeps effective records including accident, medication and attendance records. Attention to children's safety is given a high priority. Concise and accurate risk assessments are completed and appropriate action is taken to minimise hazards. Consequently, children move freely and play safely within the childminder's home. Children experience a welcoming and warm

environment which promotes their care, learning and development.

The childminder is a positive role model who supports children to develop a caring and positive attitude. Children have continuous access to books and resources that reflect positive images of culture, race, disability and gender. Children's independence and ability to initiate their own ideas is enhanced by being able to self-select resources.

The childminder's capacity to maintain continuous improvement is good. Self-evaluation means further improvements are regularly monitored and acted upon to improve the service offered. She keeps up-to-date with changes through attending courses. This increases her knowledge and influences her practice, promoting positive outcomes for children.

Parents are provided with good information about the provision. A daily diary for parents includes activities, learning and any significant quotes or words important for parents to know. Extensive children's files show the range of activities which enhance learning and development. These include dated and annotated photographic evidence.

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

Children's personal, social and emotional development is effectively promoted because they have warm and affectionate relationships with the childminder which helps them feel secure. The childminder actively promotes all aspects of the children's welfare and supports each child's individual needs.

The daily routine promotes children's welfare. The childminder records observations, activities and interests to plan for future learning. However, planning and assessment requires further development to extend learning. The children's behaviour is well managed. This is because the childminder offers gentle support when necessary, for example, by giving gentle guidance to the younger children. Routines and home discipline are followed to ensure continuity. The children are confident to tell the childminder when something is not right, for example, a child asked for help to put dressing-up outfit on when it was not as she wanted she corrected the childminder.

The childminder has an excellent understanding of the importance of healthy lifestyles. For example, adapting the outdoor area to enable children to play out and experience different weathers. Regular walks with the children to the park or school further enhance healthy lifestyles and physical development. Very young children show an exceptional understanding of the importance of personal hygiene routines. They are aware of the need for hand washing before preparing snack, and after nappy changing reminding the childminder to wash her hands. A bird feeder in the back garden develops children's knowledge of nature. They are encouraged to feed the birds daily and watch with quiet excitement as the birds come to feed.

Children are making good progress in their learning and development, this is because every opportunity is taken to extend learning. Children develop good language skill as the childminder interacts with them to extend their language and challenge their thinking. For example, through singing nursery rhymes linked to the music bag and allowing time for children to complete rhymes. A child shining a torch on the numbers rug led to counting the numbers with the childminder reinforcing this and extending learning by encouraging the child to count backwards. Lots of praise and encouragement was given and the child responded enthusiastically. Paper and colouring books are readily available. Easy access to creative crafts, for example, glue and glitter offers children the opportunity to sprinkle, spread enhancing both small and large muscle skills. Children are learning about their own and other cultures and beliefs because they celebrate birthdays and festivals together.

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	1
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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