

Inspection report for early years provision

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Inspection date	01/02/2012
Inspector	Sarah Quinn
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 children aged two, six and nine years in the Chorlton Cum Hardy area of Manchester. The whole of the ground floor of the house with the exception of an office is used for childminding. There is a rear garden available for outdoor play. The childminder takes children to a range of local activities like playgroups, the library, park and local shops.

The childminder is registered to care for a maximum of four children under eight years at any one time, of these no more than two may be in the early year's age range. She currently has two children on role, both of whom are in the early years age range and one of whom is under one year old. She is also registered on the compulsory part and voluntary part of the Childcare Register to enable her to care for older children. The childminder receives support from the local authority and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel extremely safe and well cared for in this calm and stimulating environment. The childminder is committed to on going training and development and, as a result, she meets children's individual needs to a good standard. She is highly committed to providing equality of opportunity. The system for assessing children's progress contains good levels of information and is developing. The childminder has established excellent relationships with parents and they receive high quality information. She is starting to liaise with other early years agencies and providers, in order to successfully support the children in her care. The childminder is very proactive in maintaining continuous improvement through good assessment procedures, which identify strengths and weaknesses. She has a good capacity to continuously improve.

What steps need to be taken to improve provision further?

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

- develop further existing links with partners and agencies to increase knowledge of partnership working and its impact on overall outcomes for children
- enhance systems for observation, assessment and planning so that individual children's progress is tracked and accelerated.

The effectiveness of leadership and management of the early years provision

Systems are used very effectively to maintain children's safety and security at all times. The childminder provides excellent levels of supervision to children both in the home and when outdoors. Comprehensive written risk assessments for her home, for outings and for different occasions help to ensure children's safety. Children are increasing their awareness of potential hazards and how best to manage situations. The childminder is highly successful in positively promoting children's welfare. She knows children very well and ensures that their individual needs, preferences and abilities are identified, respected and met. Visitors to the premises are monitored closely at all times. The childminder has completed a wide range of training including safeguarding and health and safety courses.

Children are able to move freely to access their favourite toys from a wide selection, which are kept in low storage units. Children also benefit from an interesting range of resources to promote a positive awareness and respect of people's differences. The childminder's home is welcoming, comfortable and child-centred. The childminder is organised and provides an enabling indoor and outdoor environment.

The childminder has established very positive and productive relationships with parents. Excellent systems are in place to share information very regularly, which ensures that children's individual needs are met well. Parents provide letters expressing their high levels of satisfaction. The childminder is developing links with other providers of the Early Years Foundation Stage to ensure her own practice continues to challenge and support children's development and this is an area being developed.

The childminder knows children individually and she knows what they need to support their learning and development. Younger children who have not yet fully developed their language skills are fully included, as they are able to express their specific needs and communicate freely with others. The childminder is developing her systems for the assessment of children's progress. Individual 'Learning Journeys' contain examples of children's work, written observations and photographs. These are shared with parents in order to celebrate children's achievements. Records show that children are making consistent progress towards the early learning goals. The childminder is continually working to develop and improve this new system to ensure children make progress in all areas of learning.

The childminder demonstrates a good level of commitment to maintaining continuous improvement in her practice and attends regular relevant early years training courses. Through use of an effective system for self-evaluation, she has successfully monitored and evaluated her practice, in order to identify strengths and address weaknesses to drive future improvement.

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

Children have strong and trusting relationships with the childminder and her family. As a result, they are very happy, settled, and confident. They demonstrate high levels of confidence and independence. Effective routines ensure all children's welfare needs are met and planning provides a range of opportunities for children to be sufficiently challenged in order to achieve. The childminder supervises children closely and provides high levels of support and encouragement at all times. Children enjoy the active involvement of the childminder in their play activities. Her positive interaction enhances their enjoyment and increases opportunities for learning. Overall, there is evidence that children are making good levels of progress in their learning and development.

Children's pictures and activities are attractively displayed for all to value and admire, such as an autumn picture, a model spider in the tree outside and tulips that children planted. Children are encouraged to take responsibility for tidying away after themselves and for making decisions about what activity they should do next. As a result, children have a sound sense of belonging and self-worth.

Children enjoy free use of books for both personal enjoyment and for story time and sit on the childminder's knee, or read to each other. Children enjoy using small world toys to explore imaginative play with the garage and cars. They love to play outside with the water, kick balls together and explore the ice in the pebbles and water. They chase bubbles in the wind and enjoy squirting water.

Children thoroughly enjoy very healthy snacks and the childminders menu promotes healthy eating very well. They sit together with water, strawberries and bananas and parents comment in questionnaires that they appreciate the 'home cooked' meals. Children follow the outstanding examples set by the childminder and are polite, kind and helpful. They demonstrate very good social skills and are well mannered and kind to each other saying, 'you are lovely!' to one another. Children benefit from very regular opportunities to explore and investigate local places of interest like the park, library and local activity groups. They develop a sound awareness of their local community and of the range of people in the community and their role within it.

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	1
The effectiveness of safeguarding	1
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	1

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	1
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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