

## Inspection report for early years provision

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<b>Unique reference number</b>	301183
<b>Inspection date</b>	30/01/2012
<b>Inspector</b>	Gary May
<b>Type of setting</b>	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 1990. She lives with her partner and three children aged 22, 17 and 12 years of age in Rochdale. The rooms and areas of the house used for childminding are the kitchen and dining room, downstairs toilet and back garden.

The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are in the early years age range. She takes and collects children from local primary schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children are making good progress in their learning and development because the childminder makes effective use of observation and assessment to meet the children's individual needs. Overall, children are achieving and enjoying well. Children's knowledge and understanding of the world is a strength. They are progressing well in adopting good healthy lifestyles and developing their physical skills. This is further supported by effective partnerships with parents and other agencies. The childminder is aware of her strengths and areas for development and is committed to continually improving her provision.

## **What steps need to be taken to improve provision further?**

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

- review the indoor environment to ensure that resources are fully accessible for all children so that they can learn independently.

## **The effectiveness of leadership and management of the early years provision**

The childminder ensures the children are properly safeguarded and well protected because she has good policies and procedures in place. She has undertaken safeguarding training, which means she is clear about when and whom she should contact if she has a concern. All household members are suitably vetted. Risk assessments are reviewed, dated and signed and cover the appropriate areas of the home, garden and the many offsite visits the childminder takes the children on. This ensures the children are safe inside and outside. Effective accident, medication and attendance records further protect the children.

The childminder is knowledgeable about the Early Years Foundation Stage and

uses this well to support children in their learning. The environment is bright with a good range of resources. However, children can not always access resources for themselves, this means they are not always developing the independence required to initiate their own learning and development. Resources include, a good range of craft materials and building blocks. The childminders understanding of different cultural festivals is good, which means children are making good progress in their understanding of cultures and beliefs. This means that overall they are able to make good progress in their learning and development.

The childminder has a good awareness of her strengths and areas for development. She has ambitious plans to improve her provision. For example, she plans to improve the outdoor area for wet play. She has identified and addressed previous areas for improvement effectively. For example, she has improved her planning, which ensures individual children's next steps are clearly identified.

The childminder has good relationships with parents and carers. She provides a "What I like" booklet to parents from which she gathers useful information about each child. She follows this up regularly with parents. This includes, their interests, what they can do themselves as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. She regularly and effectively shares information about the child's interests, activities and progress through daily updates for babies and weekly through the learning journal. Parents are asked to comment each time. This means parents are involved in their children's learning and development and each child is well supported in making good progress towards their early learning goals. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning.

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

Children are happy and content with a sense of belonging in a warm and homely environment. This is because children are able to move safely around their free-flow areas. Children are learning good hygiene habits because the childminder has effective practices in place, children are taught to use wet wipes. Children are learning about healthy choices at snack times. They also get access to fresh air and physical development regularly because the childminder takes them on a varied selection of trips every week. Children also have access to a wide range of physical development toys in the garden. This means children are developing good climbing, balancing and coordination skills.

Children are making good progress towards the early learning goals because the childminder plans activities around their interests and needs. She regularly assesses and observes what they can do, records their progress and identifies their next steps. Children are developing good language skills, for example, whilst using paints they learn their colours. They have plenty of opportunities to develop reading skills because there is a good range of books and words are displayed around the house. The children are developing early writing, drawing and pencil holding skills while creating pictures using stamps and brushes. They are

developing counting skills and rhythm through songs and enjoy solving problems through recognising shapes and pictures in jigsaw puzzles. The childminder promotes children's knowledge and understanding of the world very well from their visits to a range of different parks and nature areas. For example, the children see and discuss swans and pond life when they walk to a local pond. Children have opportunities to access electronic games and toys where they are developing effective skills in using technology. This means that children are also developing good skills for the future.

Children behave really well in the setting because the childminder involves the children in setting the boundaries and gives clear explanations. They have respect for themselves and others and are learning about other cultures and beliefs. This is because the childminder makes effective use of books and activities to introduce new ideas and promote diversity.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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