

Inspection report for early years provision

Unique reference number	EY268062
Inspection date	01/02/2012
Inspector	Nicola Nolan

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 2004. She lives with her two children aged nine and 14, in a semi-detached property in the Astley area of Tyldesley. The childminder holds a childcare qualification. The lounge, dining room, conservatory and kitchen on the ground floor and the bathroom and one bedroom on the first 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 five children at any one time and is currently caring for four children. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is able to take children to and collect them from the local primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and secure in the childminder's welcoming home. The childminder works closely in partnership with parents to meet the individual needs of each child. Children are making good progress in their learning and development and the tracking of progress is mostly effective. The resources available support the children's learning well. Overall, the childminder self-evaluates her provision well and is committed to continually improve her practice, promoting better outcomes for all children.

What steps need to be taken to improve provision further?

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

- extend information gathered about children's starting points
- develop further the process of self-evaluation by gaining the views of parents.

The effectiveness of leadership and management of the early years provision

Children are protected well because the childminder is aware of her duty to safeguard the children in her care. She protects children from harm and has a policy and procedure to follow should she become concerned about a child. Risk assessments of the environment and for outings are carried out regularly to ensure the safety of the children. Children are protected further because the childminder keeps an accurate log of accidents, medication that is administered and fire drills that are carried out.

Children easily access resources that promote progress towards the early learning goals because the childminder has a good understanding of the Early Years

Foundation Stage and how the organisation of resources supports learning. Children's experiences are continuously improving as the childminder self-evaluates her practice and has a clear vision for the future. For example, she aims to continually keep up-to-date by attending regular training courses. However, self-evaluation does not include the views of parents and this limits the scope for improvement.

Children benefit from the relationships the childminder has with parents and carers. She gives them daily feedback about what the children have been doing and what they have eaten. Parents are also given the opportunity to comment about their child's learning. For example, termly summaries of learning include comments from parents which mean that progress towards the early learning goals is supported. However, initial information that is gathered from the parents and used as a starting point to track their progress is not currently recorded and this can affect how individual planning is carried out.

Children benefit from the partnerships the childminder has with other professionals and she works closely with them in order to meet children's individual needs. For example, the planning used by the teachers at the local school is continued by the childminder. Children learn about the differences between people as the childminder is committed to promoting equality and diversity. Children play with resources and read books that reflect equality and diversity positively. This ensures children are able to develop their understanding about diversity.

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

Children are well settled and feel safe and secure with the childminder because she is very experienced and protects them from harm. For example, she teaches them about 'stranger danger'. The close, attentive relationship the childminder has with the children ensures their emotional needs are met and they are happy and secure. For example, the childminder interacts well and talks to the children about what they are doing and they respond by repeating what they hear. This also helps the children to learn new vocabulary.

Children have access to the outdoors and there is an enclosed garden for outdoor play. Their experiences are extended as the childminder makes good use of the local environment and community. She takes them to the park and the swimming pool regularly. This enables children to have opportunities for fresh air and physical exercise, as a result, their physical health is well promoted. These activities contribute to promoting children's personal and social skills and help them to develop a knowledge and understanding of the world.

Children's behaviour is good and reflects the role model provided by the childminder. Children are developing a respect for themselves and others and are learning about other cultures and beliefs as they celebrate different festivals. The childminder also displays a calendar of multi-faith events to ensure she celebrates these with the children. Children's personal hygiene skills are developing because the childminder encourages cleanliness by providing equipment to support this. For

example, children have individual face cloths.

Children enjoy their learning because the childminder implements the Early Years Foundation Stage effectively. She records the children's achievements through observations and assessments. These are linked to the six areas of learning and identify how their learning should be extended. Planning of activities follows broad themes and the school's planning. This encourages the learning to be purposeful and children benefit from enjoying their achievements.

Children select and use a variety of toys and resources because they are accessible. This means that the children are able to make progress as they are in control of their own learning. The children are developing a nurture and love of books and stories as they select books that are freely available in the environment and they listen to stories that are read to them. The childminder encourages singing and regularly sings to them, this helps the children to develop early language skills. Information and communication technology resources are available. For example, cause and effect toys encourage babies to explore. These activities enable them to make progress and develop skills for the future. Children learn about positional language and size as the childminder comments on how the trains will not fit under the bridge as they play with the train set. Opportunities to play creatively and develop language skills are also seized as the children play with emergency vehicles and the childminder says 'nee-naw, nee-naw'. The children laugh and join in. Overall, children are making good levels of progress towards the early learning goals in all areas of learning.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met