

Inspection report for early years provision

Unique reference number	EY431421
Inspection date	06/02/2012
Inspector	Rebecca McGrath
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 2011. She lives with her husband, adult child and two children aged 14 and nine years in the Middleton area of Rochdale. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is able to take and collect children from local schools and pre-schools. The family have a dog.

The childminder is registered to care for a maximum of 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 three children attending who are within the Early Years Foundation Stage, all of whom, attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary 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 receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very welcoming and inclusive environment where children are extremely happy, secure and settle well. They are offered a wide range of activities which foster their learning effectively and systems are in place to monitor their progress. The childminder has a detailed knowledge of the requirements of the Early Years Foundation Stage and most records are in place. Through effective partnerships with parents, the childminder gathers a range of information to ensure that she understands the children's individual needs. The childminder is aware of her strengths and areas for development and has started to formally evaluate the quality of the service she provides. She has enthusiasm, a commitment to her role and a good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop a more formal system of self evaluation and quality improvement process as the basis of ongoing internal review
- ensure risk assessments cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and well protected in the setting because the childminder is very knowledgeable about the local safeguarding policies. She has

effective procedures in place to manage any concerns she may have about children in her care. The childminder has a detailed range of clear policies and procedures and these, alongside well organised documentation, underpin the effective management of the service. The childminder is extremely vigilant about safety around the home and hazards are minimised through detailed risk assessments which are regularly reviewed. The childminder has considered the safety issues around the household pet. However, this has not been formally recorded and as a result, does not identify the associated risks and allow them to be fully shared and reviewed. Insurance and registration certificates are displayed and the daily register, accident and medication records and procedures, are completed appropriately, all of which enhance children's safety.

The environment is very clean, warm and extremely welcoming. The children have continual access to a wide range of interesting resources, through open tubs and baskets at a low level. This supports children's developing independence, as children confidently select the toys they want to play with. The childminder makes clear her commitment to inclusion. She ensures that all children learn to value diverse cultures and one another's differences through well planned activities and discussion. For example, jigsaws and books depict different parts of the world.

Children are helped to settle successfully into the provision due to the effective, supportive partnerships the childminder forges with parents. She gets to know and understand the children's individual likes and dislikes and helps them feel secure about the care arrangements. Parents know about the progress their children are making through the sharing of their children's detailed learning journals. The journals are very informative as they include photographs and anecdotes as well as documenting children's achievements. The childminder regularly attends toddler groups within the local Children's Centre which encourages children to interact with other children. Partnerships with external agencies are established and the childminder effectively links her planning with school, to ensure the transition between the settings is highly supported for the children.

The childminder is new to her role and is developing creative and effective practice. Her ambition and drive ensures that she is consistently developing and improving outcomes for children. However, formal self-evaluation is in its infancy in monitoring all aspects of the Early Years Foundation Stage. The childminder is enthusiastic, keen to attend training opportunities to develop and refresh her knowledge and is open to advice.

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

Children thoroughly enjoy their time with the childminder and are observed to be extremely secure and relaxed in her company. The childminder has a very enthusiastic manner, a caring approach and a genuine interest in all that the children do. This helps them to become confident and get on well together. Children's behaviour is consistently good and this is promoted very well by the childminder, who provides lots of positive praise and encouragement. The childminder has a thorough knowledge and understanding of the six areas of

learning and provides varied experiences on a daily basis. Consequently, children make effective progress towards the early learning goals. Close observations of children's play and development is taking place and the childminder has a high level of understanding of each child's development stage.

Children practice early writing skills as they use pencils successfully to make marks and have access to a wide variety of books. They confidently solve problems, developing their fine motor skills whilst building with bricks and are encouraged to count numbers. Children's imaginative skills are strongly fostered as they interact with the play kitchen and dolls. They learn to express themselves creatively through the many activities offered, using a variety of different media. Paint and colourful collage materials are used to make dragons at Chinese New Year and the children enjoy tasting foods from other countries. These experiences develop a very positive understanding of the wider world. The children take initiative and are becoming successfully independent learners through the continuous support given by the childminder. For example, the children assist in preparing their own lunch. This ensures they make a positive contribution and are actively involved as they join in, cooperate and share with each other effectively.

Children are kept healthy as they adopt consistent, personal hygiene routines, washing hands before and after their food. They access regular drinks to ensure they are continually hydrated and the childminder provides well balanced snacks so their individual needs are met effectively. There is a strong emphasis on physical exercise and fresh air for the children, as they regularly visit local parks and play centres. They benefit from a wide range of different outdoor environments as they visit other early years settings on a regular basis. This has a very positive impact on the children as they develop a strong sense of belonging and play a part in the local community. Children develop a high level of understanding in how to keep themselves safe. They take part in regular and meticulous fire evacuation drills and discuss the safety issues when going on a journey.

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