

Inspection report for early years provision

Unique reference number	EY365810
Inspection date	16/02/2012
Inspector	Cathleen Howarth

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 registered in 2008. She lives with her husband and two children aged twenty months and five years in Tyldesley, a town within the Metropolitan Borough of Wigan, in Greater Manchester. The whole of the ground floor is used for childminding in addition to most rooms on the first floor. There is provision for outside play in the back garden. The childminder takes and collects children from schools, nurseries and pre-schools with transport being provided.

The childminder is registered on the Early Years Register in addition to the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of four children under eight years, of whom no more than two may be in the early years age range at any one time. There is currently one child attending who is within the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An impressive feature of the childminder's practice is the new extension and the way in which space and resources within the provision are designed and used in the children's best interests. As a result, children are making consistently good progress towards the early learning goals in all areas. The childminder mostly keeps parents informed about their children's welfare, learning and development and inclusive practice is firmly embedded in all aspects of the provision. As a result, children's individual needs are well met. Overall, reflective practice is effective and the childminder has good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- update parents with safe arrival and departure procedures in relation to car parking.

The effectiveness of leadership and management of the early years provision

The childminder's in-depth awareness of safeguarding issues is good. She fully understands her role in child protection, including, the procedures to follow should a concern arise. Detailed risk assessments are well maintained in order to minimise potential hazards to children within the setting and on outings. The childminder is well qualified, since the last inspection she has attained a relevant level 3 qualification and attended many in-service training courses to develop her knowledge and understanding of childcare.

The effectiveness with which the childminder deploys resources is outstanding. A new two-storey extension has recently been designed and built in the children's best interests. There is now a new play room on the ground floor, with quality storage units used by children to self-select toys, books and play materials. The continuous open plan provision clearly enhances children's experience at the setting and this includes free flow inside to outside play. The childminder is highly effective at supporting children to use all the resources and outcomes for children with regard to their welfare and achievement is consistently good. The childminder places the promotion of equality of opportunity at the heart of all her work. She has secure knowledge of each child's background and needs and she knows how to narrow any achievement gaps. Children learn about people's differences in the wider community through storytelling, role play and music and movement.

There are effective systems in place that demonstrate reflective practice, this includes, working closely with the local authority childcare coordinator. As a result, the childminder was well prepared for the inspection. The childminder had also completed the on-line Ofsted self-evaluation. She evaluates children's activities well, effectively planning to support children to take the next step in all areas of learning. She liaises with parents, through verbal exchanges and through the use of the daily diary and by telephone, texts and email, although the new car parking arrangements had not been discussed in relation to the new extension. The childminder sends out parent questionnaires, in order to gain feedback on her service. These measures usually help the childminder to identify what she does well, and to prioritise what she needs to do differently to enhance outcomes for children.

There are meaningful levels of engagement with other childcare professionals, including other childminders in the area and with staff at the local Children's Centre, to promote a cohesive approach to delivering the framework. The childminder demonstrates a high level of awareness to provide for children with special educational needs and /or disabilities.

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She promotes children's learning and development well through systems that show children's individual progress is good in relation to their starting points and capabilities. Children show a strong sense of security and feel safe within the setting. They are learning how to recognise and meet their own needs and to consider the needs of others to minimise the risk of accidental injury. Children say, for example, "I like to play on the trampoline and she looks after me properly and I know I'm not supposed to jump on the furniture". The very young show that they feel secure when they settle quickly, sleep soundly and when they are confident in their play; learning how to share, take turns and to be kind to each other. The childminder manages a wide range of children's differing behaviour well.

There are good opportunities for children to engage in a broad range of physical activities, both inside and outside. Children like to go for walks, play in the park and woods, and they regularly use quality outdoor play equipment in the back garden, like the swings, slides and see-saw. They have developed fine motor skills by gripping chunky crayons and making marks with the paints and brushes. They have great fun making footprints out of clay. They wait patiently for them to dry before painting them to take home to show parents what they have achieved. These measures effectively promote children's creative development and self-esteem. Healthy eating is positively promoted and children are encouraged to eat a varied and balanced diet. The childminder encourages children to eat fruit, breadsticks and yogurt for snacks and children use water bottles throughout the day to keep hydrated. Good hygiene practices are reinforced and children know to wash their hands before they eat. Children are clearly valued and they are fully included and involved. They have easy access to an excellent range of toys, materials and books, which positively promote diversity in the wider community, such as gender, disability, ethnicity and culture. Relevant examples, include, food tasting, art work and learning how to use inset jigsaws.

In relation to their age and stage of development, children's progress in the six areas of learning, including the use of technology is good. Children learn about cause and effect when they twist and turn knobs on the activity centres and when they use the CD player and the computer bus. They like to play with the shape sorter and build brick towers to knock down. They are encouraged to use all their senses when they help dig and plant seeds in the back garden. A children's favourite activity is baking fairy cakes to decorate. They look forward to eating what they have made. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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	1
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