

Inspection report for early years provision

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Inspection date	22/02/2012
Inspector	Gill Thornton
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 and two children aged nine and 16 years in the Walkden area of Salford. The whole of the ground floor of the house and the first floor bathroom, is used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age range. She is currently minding three children in this age group, one full time and two on a part time basis. She is also registered on the compulsory part of the Childcare Register to enable her to offer care for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a well-developed knowledge of the individual needs and backgrounds of each child in her care. Partnerships with parents and others are generally effective in promoting children's welfare and development. Children are safe and secure in the supportive and inclusive environment provided by the childminder. As a result, they make good progress given their age, capabilities and starting points. The childminder has begun to use self-evaluation to reflect on her practice in order to identify areas for development.

What steps need to be taken to improve provision further?

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

- extend the use of self-evaluation to identify priorities for improvement which will have the most impact in bringing about sustained improvement
- extend the use of observation as an aid to planning the next steps in children's developmental progress and to monitor their progress towards the early learning goals
- provide a range of objects of various textures and weights in treasure baskets to excite and encourage babies' interests.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because the childminder has a good knowledge of the signs and symptoms of child abuse and the procedures to follow if she has any concerns. All adults in the household are appropriately vetted and are safe and suitable to work with, or be in contact with, young children. Children are cared for in a safe and secure environment where the childminder takes

effective steps to ensure their safety. For example, she supervises children closely and uses a safety gate to prevent young children from accessing the kitchen area. As a result, children can play in comfort and safety. The childminder carries out effective risk assessments to identify potential hazards and the action required to promote children's safety in the indoor and outdoor environment and on outings. The childminder takes effective steps to promote children's good health and well-being and she takes appropriate action to prevent the spread of infection.

The childminder has a good knowledge of the Early Years Foundation Stage and uses this well to support children's welfare and development. Her home is well organised and provides a child-friendly environment that is conducive to learning. The childminder provides children with a good range high quality toys and equipment appropriate to the interests and capabilities of the children attending. She uses the available resources well to engage children and help them make good progress towards the early learning goals. She is aware of her strengths and weaknesses and she is committed to developing her practice. However, she has not identified specific priorities for development to improve outcomes for children.

The childminder seeks meaningful information from parents to enable her to follow children's routines from home. As a result, young children settle well and thrive in the supportive and caring environment provided by the childminder. The use of daily diaries keeps parents informed about their child's day and ensures children's changing needs are well met. Parents and carers are kept well informed about their children's achievements, well-being and development. The childminder demonstrates an appropriate appreciation of the importance of developing partnership working if children receive support from other providers or professionals. The childminder provides sensitive support and adapts her interactions to ensure children are included and able to access a suitable range of learning experiences. This means that the individual needs of all children are met and all children are included in the life of her setting.

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

Overall children make good progress in their learning and they are developing the personal qualities that enable them to develop their early fundamental skills for the future. For example, babies and young children enjoy actively exploring their surroundings with curiosity and interest. This is because they know a trusted adult is nearby to provide comfort and support when needed. Good quality interactions and well organised routines help babies and young children feel safe and secure in the childminder's care. Young children are happy and well settled and readily form strong attachments with the childminder who playfully helps them recognise that they are separate and different from others. As a result, children feel valued and develop a strong sense of belonging.

Young children are learning to make choices in their play as the childminder ensures toys and equipment are safe and accessibly displayed to encourage their interest. Children enjoy exploring electronic toys and the childminder encourages

them to recognise the effects of their actions as they push the buttons to make different sounds. However, babies do not have opportunities to investigate a range of items of different sensory materials and textures, such as in treasure baskets. The childminder responds well to the children's interests to extend their learning. For example, counting their toes as they wiggle them or pretending to talk to them on a toy phone. These simple activities begin to lay the foundations to support children's future learning. The childminder provides children with age appropriate activities and resources based on their interests and capabilities. For example, building on a young child's newly discovered ability to throw things by providing them with a selection of soft balls. The childminder maintains records of progress based on brief observations of children's achievements. However, she does not systematically use these observations to plan for children's next steps in learning and development to support their progress towards the early learning goals.

Children engage in a wide range of physical activities, both indoors and out, increasing their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. The childminder gently encourages young children to take part in familiar action rhymes and regularly takes them to the nearby play area. Babies have ample space to practise their developing physical skills in comfort and safety under the childminder's careful guidance. Babies and young children are content and settled because their health, physical and dietary needs are well met. For example, the childminder sensitively encourages babies to drink regularly to ensure they remain hydrated and she recognises a change in their behaviour as an indicator that they are tired. Children are learning to show care and concern for others and the childminder uses praise and encouragement to help them accept simple boundaries of expected behaviour, such as to sit down while they have a drink.

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	3
The effectiveness of partnerships	3
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