

Inspection report for early years provision

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Inspection date	21/02/2012
Inspector	Geoff Dorrity
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2011. She lives in Salford with her children aged one and eight years. The areas used for childminding are the ground floor, first floor bathroom and the rear garden. Nearby facilities include shops and parks.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder may care for a maximum of four children under eight years of age; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. There is currently one child on roll, who is in the Early Years Foundation Stage. The children attend at various times. The childminder is able to take and collect children from local schools. The childminder supports children with additional needs and those learning English as a second language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for by a childminder who knows them well and she ensures that all of the children in her care feel valued as individuals. Policies and procedures are in place to ensure the setting runs smoothly. The childminder successfully promotes safety and hygiene practices to safeguard the children's welfare and maintains records to comply with requirements. Children are beginning to make progress in their learning and development, however, observations and planning are not always consistent to help children achieve as much as they possibly could. The indoor environment is appropriately resourced to meet the needs of the children; however, the outdoor area does not promote learning and development. The childminder is aware of the areas of her setting that she wants to improve further.

What steps need to be taken to improve provision further?

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

- improve the arrangements for observations and assessments to more clearly reflect the early learning goals, so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs.
- enhance the provision in the outdoor environment to reflect the areas of learning in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well; the childminder has undertaken training in child protection and is aware of her responsibilities to act upon any concerns she may have about children in her care. Policies are written and shared with parents. Therefore, parents understand about the procedures which help to protect their children's safety and enhance their well-being. Risk assessments and daily checks are carried out on the areas used by children help to keep them safe. She has completed the recommendations from her registration to ensure the safety of the children in the bathroom. Medication and accident records are completed appropriately. The childminder makes parents aware of the role of Ofsted as the regulator and displays her certificate of registration.

The childminder has an awareness of the Early Years Foundation Stage, and uses this in assessing children's stage of development. However, ongoing observations and planning do not consistently reflect this. This means that the children do not always receive challenging learning and development experiences. The indoor environment is well-equipped to meet the needs of individual children. She is aware that the outdoor environment does not support the areas of learning in the Early Years Foundation Stage.

The childminder has developed good relationships with parents, and there is a daily exchange of information. She gives parents suggestions to help their child, and supports them in accessing additional services. She understands the importance of sharing information and records with others who provide the Early Years Foundation Stage for the children who attend her setting to ensure continuity of care and learning.

The childminder has procedures and policies in place to support children who have additional needs or disabilities and is aware of the referral routes available. She is skilled at supporting children who have English as a second language.

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

Children are making satisfactory progress in relation to their starting points. They are confident in exploring their surroundings. They respond positively to words and gestures, for example when making decisions as to which activity to undertake. They investigate shape and number when playing with a jigsaw. The childminder extends their learning when playing a passing game by introducing number words. They play with musical toys, pushing the buttons to make sounds and dancing to the resultant tune. The childminder supports them to develop their language skills by singing a nursery rhyme which the children join in. They enjoy going out to the duck pond in the local park to feed the ducks. The childminder promotes children's

imagination by creating a stimulating environment. The children play camping in a tent, and then use this as inspiration to go for a picnic lunch in the park.

Children feel safe with the childminder, demonstrated by them being settled and confident. Regular routines and a caring attitude enable children to feel secure in the childminding environment. This is demonstrated by their confidence in the presence of other adults and willingness to interact. Children move around freely and know where they can go and what they can access. All access points are locked, child gates are in place and precautions have been put in place to ensure their safety.

Children have satisfactory opportunities to learn about healthy lifestyles. The children are provided with healthy snacks. They are able to make healthy choices at mealtimes with home cooked meals. They have access to an indoor area resourced to support their physical development. They enjoy playing on the mini-trampoline and rocking horse. This is enhanced by visits to parks, playing fields and the local children's centre. Children follow healthy routines and procedures, for example they know to wash their hands before and after eating. They use disposable towels to dry their hands. The childminder ensures protection against diseases by using anti-bacterial wipes at appropriate times. This means they are beginning to understand the importance of healthy lifestyles.

Children's behaviour is good due to the skilled input of the childminder in managing this. The learning environment enables children to make choices and resources reflect a multi cultural environment. The childminder makes use of these to support children to learn about other cultures. Through discussion she encourages them to identify and discuss similarities and differences. By using effective strategies the childminder successfully supports the language development of children learning English as a second language.

Children are developing skills to contribute to future well-being. They are beginning to vocalise and imitate adult actions. They communicate what they want to play with through gestures and actions. They mimic the language used by the childminder. They respond to music when repeatedly pushing buttons to make sounds with a programmable toy. Children willingly cooperate and share with others when playing with toys. They know the routines, for example they sit happily in a highchair for a snack. They progress their interests by self selecting activities which are supported well by the childminder.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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