

Inspection report for early years provision

Unique reference number	EY428532
Inspection date	22/02/2012
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.

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Description of the childminding

The childminder was registered in 2011. She childminds from a house in Manchester. Her mother-in-law, father-in-law, sister-in-law, brother-in-law, niece, and nephew live in the house. The whole of the ground floor of the house except for a family room is used for childminding. There is a fully enclosed garden for outside play. Occasionally, the childminder works with her mother-in-law, who acts as her assistant. Nearby facilities include shops, parks, library and community gardens.

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 group. When working with her assistant, she can care for a maximum of six children in the early years age group; and of these, not more than one may be under one year at any one time. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, all of whom are in the Early Years Foundation Stage. The children attend at various times.

The childminder supports children with additional needs and English as a second language. She is in receipt of funding for the provision of free early education to children aged two, three and four and is accredited by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outcomes for all children are at least good. They make significant progress because the childminder provides them with high quality care. She ensures their individual needs are met and provides an overall stimulating and safe environment, conducive to learning. Strong professional relationships with parents, carers and other agencies provide children with a consistency which assures their protection. The childminder is committed to continuously developing her practice, in order to further improve outcomes for the children in her care.

What steps need to be taken to improve provision further?

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

- 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

The childminder has a comprehensive awareness of safeguarding issues. She has undertaken relevant training and comprehensive documentation is in place, which she shares with parents. Her work with other key agencies is exemplary and she understands her role in child protection. The childminder undertakes effective daily risk assessments. Children display an excellent awareness of how to keep themselves safe when working and playing in the garden. They are supported in taking calculated risks to challenge themselves when playing on the climbing frame. This means that children are effectively safeguarded and well-protected.

The childminder is well-qualified and very knowledgeable about the Early Years Foundation Stage. She uses this well to support children. Good quality planning based on accurate observation and assessment means that children make very good progress in their learning. The indoor environment is organised to reflect the areas of learning. Children easily access high quality resources. These are good, fit for purpose and able to support children's learning and development. Individual needs are met, for example, scissors are available for left and right-handed use. The outdoor area is focussed particularly on the area of physical development but does not support learning across all areas particularly knowledge and understanding of the world. However, the childminder recognises this and extends the children's experience through visits to the museum and using the nearby community garden.

The childminder has developed highly effective links with other agencies. She works closely with other professionals to support children's welfare and learning. Carers comment positively on the progress of their children over a short period. With parental agreement, records and planning are shared with other providers of the Early Years Foundation Stage to ensure continuity of care and learning. Learning journals and assessments are shared with parents and carers. They are very happy with the care and confident to leave their child. The childminder delivers training to other childminders in the area and has established a drop in. This means that children develop their social skills very well in a group environment.

Equality and diversity is promoted at all levels and resources reflect positive images. The childminder offers individualised support to meet the needs of each child. She is highly successful in taking steps to close identified gaps in children's achievements. Monitoring and evaluation are robust, contributing to maintaining and improving the settings effectiveness. Consequently, the outcomes for children and their experiences are positive.

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

Children arrive excited and eager to be there and their behaviour is excellent. They display a strong sense of belonging and security and are settled and happy. They are confident showing good levels of self esteem, praising themselves for achievements. They have a strong relationship with the childminder, confidently discussing activities with her. They know and follow all the routines. They use equipment safely when cutting shapes for making a card, or preparing fruit for their snack. High standards of behaviour are made explicit by the childminder. She ensures children feel really safe and secure, their point of view is valued and all are included in group activities.

Children are supported well to adopt healthy lifestyles. They have a balanced weekly menu. Healthy snacks and drinks are freely available. The children enjoy preparing the fruit, peeling and cutting into portions. They clean the table with anti bacterial spray ready for a snack and set up chairs to sit down. Children serve themselves and pour milk from a jug. They know to wash hands before eating and how to dispose of paper towels safely. The childminder makes this fun, encouraging the children to sing a handwashing song with actions. The mirror above the washbasin enables children to copy whilst washing. They easily access the outdoor environment and play on the wide variety of large equipment to develop their physical skills. The childminder extends this through trips to the park and play area to give greater challenge. The children visit the nearby community garden where they grow vegetables and flowers.

Children's progress is excellent in relation to their starting points. Highly effective observations and assessments support good quality individual planning. Children practice early reading and writing on arrival. They find their name then move to the writing area to sign in. They make a birthday card using cutting skills, building on previous learning of how to hold scissors. The childminder provides circles within a mix of shapes to support the children's learning. The childminder uses excellent open questioning to develop their critical thinking. They discuss why a yellow crayon doesn't show up on a yellow circle. The children observe and copy each other. They self-select resources and activities and choose sand play independently. They practice their number skills when counting how many cups they need at snack time. The childminder and children constantly praise each other for their achievements. Children's work is valued and prominently displayed. The childminder uses this as learning resource as she encourages the children talk about their finished work.

Children are developing an ability to solve problems and are encouraged to work together. They are aware of each other's needs. They make space for each other, and share equipment in the sandpit. They concentrate on activities. They are inquisitive when looking at a melon, exploring its smell, taste and the feel of the skin. This means they are developing the skills they need to secure future 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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
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	1

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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