

## Inspection report for early years provision

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<b>Unique reference number</b>	EY303451
<b>Inspection date</b>	09/02/2012
<b>Inspector</b>	Elisia Jane Lee
<b>Type of setting</b>	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 March 2005. She lives with her husband and two children aged 3 and 8 years in the Milnrow area of Rochdale. Minded children have use of the lounge, dining room, kitchen, bathroom and rear bedroom.

The childminder is registered to care for a maximum of five children at any one time and is currently caring for four children under eight years.

The childminder is registered with Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She takes and collects children from local schools and attends childminder groups on a regular basis. The childminder receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children's welfare and learning needs are suitably promoted. Children make progress in their learning and development and enjoy a range of interesting and enjoyable activities and resources. Planning, observations and assessment systems are in place to meet children's individual care and developmental needs. Children are valued as unique individuals and a regard to inclusive practice is shown throughout different aspects of the setting. Information is shared through good partnerships with parents, carers and other professionals. The setting has begun to use reflective practice and self-evaluation.

## **What steps need to be taken to improve provision further?**

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

- ensure that the contact telephone number for the local children's safeguarding board is included in the child protection policy.
- ensure that policies are updated annually to ensure they are still meeting the needs of children.
- ensure that the procedure in the event of a parent failing to collect a child is clear in documentation.
- to develop a self evaluation system in order to maintain continuous improvement.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good knowledge and understanding of child protection and appropriate procedures which contribute towards safeguarding children's welfare. However contact information for the local children's safeguarding board is not included within the safeguarding policy. All adults over the age of 16 living on the premises have completed the required vetting procedures and the childminder's

knowledge on arrangements for safeguarding children is sound.

The organisation and management of the setting is satisfactory with a focus on creating a homely atmosphere and improving outcomes for children. For example, the childminder ensures that the environment is always safe through comprehensive risk assessments and safety checks. Policies and procedures have been developed, but currently are not reviewed on a regular basis to ensure they are up to date and continue to meet requirements. The childminder gives careful attention to fire evacuation procedures and the safe collection of children. In addition, children receive effective support and supervision from the childminder. As a result, a safe and secure environment has been developed. At present the procedure for an uncollected child is unclear.

The child minder is beginning to reflect on practice and shows steady progress in developing self-evaluation and self-assessment, however at present self-evaluation systems need to be developed further. The childminder shows a commitment to attending further professional development training opportunities which will improve the service further.

The childminder has created a warm and friendly environment. The available space and resources are used creatively to support children's learning and development. An equality and diversity policy outlines a commitment to promoting inclusive practice. Positive relationships are being forged with parents which allows open communication and as a result, children's care needs are well met. The childminder uses what they know about children's interests through their observations to plan activities that are enjoyed by the children. Sufficient systems are in place to work alongside other settings, parents and carers to ensure progression, continuity of learning and smooth transition of all children. Partnerships with parents and carers are firmly embedded. Information is shared through daily conversations and through home books. Parents are complimentary about the service and care they have received.

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

Children enjoy a wide range of play experiences and make good progress in their learning and development. Their interests are developing well and they are learning how to be independent individuals with a desire to actively learn and achieve. For example, children playing with jigsaws of the world discuss different countries and make links with home, extending their knowledge and use of language. Children are greeted warmly at the door and settle well exhibiting a sense of security. Children's personal, social and emotional development is fostered well due to the positive praise they receive which promotes their self-esteem and confidence. Children's behaviour is good as they listen carefully to the childminder, saying please and thank you and actively participating in play and independently choose resources.

A selection of resources to support children's communication, language and literacy

skills are provided. For example, the relaxed environment allows children to feel at home and undertake activities at the dining table incorporating creative activities to support with songs and rhyme. Children's creativity is supported through a range of role play equipment and mark making resources. For example, children play with a workbench and experiment with different words as they begin to name things and experiment with language.

Children's numeracy and problem solving is supported through a range of activities. For example, completing jigsaws, singing rhyming songs and using magnetic numbers.

Children access the outdoors on a daily basis, by daily walks and by visiting attractions within the local area such as the park, museums and the library. Children are valued and engage in a range of planned activities and experiences, which help them to learn about their own and others customs and gain an understanding of equality and diversity.

Children learn how to stay safe through themed activities, discussions and taking part in evacuations of the building. For example, the childminder talks with children about the importance of keeping safe when crossing the road. The childminder provides healthy snacks and advocates the importance of outdoors and exercise as part of a healthy lifestyle. Children use push button toys and laptops to support learning. As a result, children are developing good skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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