

Inspection report for early years provision

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Inspection date	20/03/2012
Inspector	Julie Firth
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 1994. She lives with her adult child in the Fallowfield area of Manchester. The whole of the ground floor is used for childminding. This includes the two lounges and the kitchen dining room. There is a fully enclosed front garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

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 range. There are currently three children attending who are within the Early Years Foundation Stage. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and those who speak English as an additional language. She is a member of the National Childminding Association. She receives support from Sure Start Manchester and she holds a level 5 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are cared for in a safe, very stimulating and inclusive environment. The childminder plans exciting activities and tracking systems indicate that children make good progress as they settle in her home. She has established positive partnerships with parents and carers and is developing systems to work with the local schools. She is committed to regular training, which reflects in her good practise with the children. However, self-evaluation is not fully effective to enable her to monitor and review her setting.

What steps need to be taken to improve provision further?

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

- develop self-evaluation systems and use effectively to monitor the provision
- develop systems to enable children's preparation for the transition to other settings and schools.

The effectiveness of leadership and management of the early years provision

The childminder ensures that the welfare of the children is fully safeguarded. She demonstrates a good knowledge of the signs and symptoms of abuse when questioned and procedures to follow should there be concerns about a child's welfare. She records all incoming accidents and events that occur outside her care. She keeps up to date with regular training. The premises are safe and secure and appliances are regularly checked. Detailed risk assessments, both indoors,

outdoors and outings are in place and reviewed to ensure that risks to children are minimised. The register is kept up-to-date and records children's actual times of arrival and departures.

The childminder strives to improve the service she provides. A daily routine, which is shared with parents promotes children's welfare and meets their individual needs. There are comprehensive written policies in place to cover all aspects of her service. The rooms are organised very well, highly stimulating and evidence of children's own art work is displayed around the walls. Resources are extremely accessible at child height to give children opportunities to become independent and consolidate their learning. Furthermore, lots of natural materials enhance children's curiosity and sensory experiences. Children move freely around the ground floor with confidence and there is a great emphasis on outdoor play in all weathers. Trips to the local groups gives children more opportunities to mix with others and experience additional resources and large equipment.

An inclusive and very welcoming service is provided for all children and parents. The childminder is very aware of adapting activities to meet the individual needs of all the children attending. She gathers information from parents to ensure that she has a good awareness of each child's starting points. Daily communication and a notice board involves them in their children's learning. For example, when a child's parent is working away from home, the childminder is informed that the child is missing her, so she sits with the child and gives them lots of cuddles and engages them in activities to share with the parent when she returns. Furthermore, parents can observe their children's learning journeys and the childminder sets up regular parent's meetings to discuss their progress around all areas of the Early Years Foundation Stage. Also, parents welcome any advice, which is given to them regarding eating and sleeping routines. The childminder liaises with Sure Start and meets up with other childminders in the area to enhance her service and share ideas. She is aware of working in the future with local schools to ensure continuity of education for children. However, as children in her care are approaching school age, systems could be more effective to enable a smooth transition. She recognises her strengths and weaknesses and is making action plans to enhance her service further. A wealth of training over the years reflects in her practice and furthers her knowledge of child development. This indicates a commitment to maintain a high standard. However, self-evaluation is not fully effective to enable her to reflect on the good progress children are making across all outcomes.

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Activities are planned around the children's individual interests and are linking to the six areas of learning. She plans for children's next steps and photographs indicate stimulating fun activities. Observations are informing short term planning and assessment clearly tracks the good progress children are making and identifies gaps in their development. There is a great emphasis on settling children, which motivates them to eagerly learn as they become familiar with their new surroundings. The childminder encourages

children to sit and concentrate while playing with small world after observing that they can become quickly distracted. Their self-help skills are promoted well as they learn to tidy up after play, dress themselves and help out at snack time. They become very aware of recognising their own needs. For example, taking a rest or when they become hungry and need a drink. Children are learning about other cultures, giving them an awareness of diversity, for example, they celebrate Ede and make candles for diwali. The childminder's training of the use of empathy dolls reflects well during play as she uses them as props during a story and to describe how children are feeling.

Children's communication and language skills are developing as they listen during story time and have access to books. This is extended when the childminder takes them to the local library. The childminder asks questions and interacts very well with them. They also use writing materials to make marks and have opportunities to recognise letters of their name using flash cards. Mathematical concepts are promoted throughout daily routines. For example, they count in familiar songs and post different shapes in the puzzle. Furthermore, they are fully involved in activities to help them to recognise colours, for example, they use green paint on a collage and are asked by the childminder to choose the blue cup during snack time. They have a lot of opportunities to engage in meaningful role play. For example, children enjoy feeding their dolls, make tea and speak on the telephone. They use a variety of textures, such as play dough, glitter and chalk to create a piece of art.

Good thought is given to developing children's knowledge and understanding of the world. Children have access to programmable toys, games and puzzles to encourage discovery and thinking. They go out in the local environment using public transport to the art gallery, garden centre and the local museum. They walk to the park and watch their plants grow from seed in the childminder's front garden. There are a good range of bikes, bats and balls, sand and water and tyres to swing on to promote their physical skills in the childminder's front garden. Furthermore, children dance using a variety of instruments and participate in baby yoga.

Children's health is promoted and the premises, toys and equipment are kept clean. Regular discussions take place about the importance of washing hands and they use wipes after messy play. They learn the importance of how to brush their teeth after meals. Children enjoy home-made healthy meals and the childminder encourages them to taste different dishes and fruits. Children enjoy making their own fish cakes from natural ingredients and drinks are provided at all times. From an early age, children learn the importance of sharing and taking turns and the childminder is a good role model to them, setting them clear instructions to follow. The frequent use of praise results in children feeling good about themselves and become part of her home. Children learn about road safety and how to hold onto the buggy when out in the community. This and other activities re-enforces their fears of a busy road. A detailed fire policy is displayed and they practise the evacuation procedure on a regular basis.

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