

Inspection report for early years provision

Unique reference number	EY428151
Inspection date	06/03/2012
Inspector	Catherine Curl
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 sons aged two and four years in the Cheetham Hill area of Manchester, close to shops, parks, schools and public transport links. The childminder uses the whole of the ground floor, the bathroom and two rear bedrooms on the first floor for childminding. There is a secure outdoor area to the rear of the property.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age group. When working with an assistant she may care for a maximum of six children, of whom no more than four may be in the early years age range, and when working with two assistants she may care for a maximum of six children, of whom no more than five may be in the early years age range. There are currently two children on roll in the early years age range. The childminder picks up and drops off children at local schools. She provides support for children who speak English as an additional language. The childminder has a level 2 qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe, welcoming environment by a childminder who has developed warm relationships with them. Overall, children are safe and secure and enjoy their learning. A sound knowledge of the benefits of working in partnership with parents ensures the needs of all children are met. An appropriate knowledge of children's welfare and development means children are provided with developmentally appropriate levels of challenge. The childminder has been minding only for a short period of time. However, she is aware of the importance of self-evaluation and has already demonstrated her commitment to improving outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 20/03/2012

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

- provide more support for the development of independence skills, particularly for children who are highly dependent upon adult support for personal care, with particular attention to regular access to their own drinks
- develop observation and assessment systems to identify learning priorities and plan relevant and motivating learning experiences for each child, based on their individual next steps.

The effectiveness of leadership and management of the early years provision

The childminder has a calm and confident approach to children which enables them to feel safe and secure in this caring environment. Children are safeguarded and protected appropriately in the setting because the childminder has a generally good understanding of local safeguarding policies. There are detailed procedures in place to manage any concerns she may have about children in her care. All adults in the home have undergone vetting procedures, which ensures their suitability to be in the presence of children. The premises are well maintained and secure. The childminder carries out daily risk assessments of the indoor environment and on outings, identifying and dealing with hazards appropriately, which ensures the safety of children. However, she has not completed all required documentation to show that potential hazards and associated risks have been identified. This is a specific legal requirement.

The childminder has formed close, working relationships with most parents and carers. Daily information regarding the child's welfare is shared verbally. Parents have the opportunity at the beginning and end of the day to become involved in their child's learning. These generally good partnerships and two-way sharing of information enhances children's learning experience both with the childminder and at home. Relationships with other provisions and professionals involved with the children are developing, such as schools, which provide continuity of care and generally support children's welfare and learning.

The childminder shows a positive attitude towards equality and diversity, along with a commitment to sustainability. She ensures children access a suitable range of resources available to further develop their awareness and understanding of the wider world. For example, she takes children to the local library for them to access a wide range of resources that provide positive images of diverse cultures.

The childminder demonstrates her ambition to provide high-quality care and education for the children in her care. She has begun to evaluate her practice, identifying areas for development and showing commitment to improving her provision. For example, she has made improvements to her home to provide more space for children to move around and explore.

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

Children learn to keep themselves safe because the childminder shows them safe ways to move about the home. For example, young children are taught to come downstairs on their bottoms to reduce the risk of falling. Children learn to keep safe when outdoors because the childminder teaches them about road safety. She talks to them about crossing the road, looking left and right. Children are provided with a balance of risk and independence by the childminder. For example, when at the park she encourages children to climb safely by saying 'watch your step', 'hold on tight' and 'look ahead' to maintain their balance. Children demonstrate they feel safe in the childminder's care by giving her a cuddle. Children show their awareness of hygiene issues when they wash their hands before eating. They point to the tap to indicate their desire to wash their hands. The childminder promotes their independence appropriately by providing a step stool so they can reach the taps and the soap. Children learn about healthy eating because the childminder provides a choice of fruit at snack time, such as apples and grapes. Fresh drinking water is freely available, which means children are hydrated, which aids concentration. However, younger children are not able to access this, which means they are not supported to independently meet their own care needs. Children gain an awareness of the benefits of physical activity because they have daily opportunities for outdoor play. For example, they go on regular walks to the local park, where they run, play and kick a football.

Children develop their language and communication skills, for example through singing activities. In addition, their reading skills are appropriately supported because the childminder reads favourite books and provides constant narratives for the children. Children learn about shape, space and measure when playing with wooden blocks. The childminder helps them to count and suitably supports children's classifying skills by encouraging them to sort the bricks by colour. Children have generally good opportunities to develop their skills for the future through a range of information and communication technology. For example, they use toy telephones, clocks and a laptop computer. The childminder has been minding for a short period of time and has begun a system of regular observations of children's play in order to record children's learning and development. However, this is not yet sufficiently developed to fully support every child's learning.

Children develop a respect for themselves and for others because the childminder has realistic expectations of them based on their age and stage of development. She demonstrates and talks to children about how she is sharing and taking turns. She provides children with praise when they cooperate with each other which promotes their self-esteem. The childminder has experience of adapting her practice to meet individual needs and demonstrates her understanding of the benefits of promoting equality of opportunity for all children.

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

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

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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