

Inspection report for early years provision

Unique reference number	EY355583
Inspection date	22/03/2012
Inspector	Sharon Alleary
Type of setting	Childminder

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T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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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 2007. She is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her partner and two children, aged 20 months and five years, in the Salford area of Manchester. The childminder lives within walking distance of shops, a library, parks and other childcare facilities.

The childminder is registered to care for no more than three children under eight years at any one time. She currently has two children in the early years age range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children access a wide range of toys which support them to make appropriate progress in their learning. The childminder has developed a friendly relationship with parents and shares relevant information about individual children; however systems are yet to incorporate parents contributing to their children's learning and development. Documentation is appropriate with a suitable level of detail to ensure children's needs are met. The childminder is using self-evaluation as a self-assessment tool, this is currently in the early stages of development to reflect the views of all those who access her service.

What steps need to be taken to improve provision further?

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

- improve current systems to enable parents to contribute to their child's learning and development record
- use observations and assessments to identify priorities and plan relevant and motivating learning experiences for each individual child
- develop the system of self-evaluation in order to include everyone who uses the childminding service.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the childminders care due to her sound understanding of child protection issues. An effective policy ensures that she follows clear guidelines for reporting concerns and all adults within the home have undertaken suitability checks. Visitors to the home and their times of attendance are recorded. Appropriate written risk assessments are in place to identify and minimise risks to children both in the home and on outings. A suitable range of policies and procedures support the sound practice of the childminder and

information is shared with parents to ensure the continuing needs of the children are met.

Children access a good range of toys and resources which are age-appropriate and interest them. These are easily accessible and rotated on a regular basis to provide new challenges. Children access some resources which help to support their understanding of culture and diversity.

Secure relationships are in place with parents who use daily diaries to share information about their children's care, health and welfare; however systems do not yet incorporate parents input into their children's learning journey. The childminder understands the importance of building up a good relationship with other shared carers who deliver the Early Years Foundation Stage. The childminder has addressed the recommendations made at the previous inspection which ensures the safety of children in her care, also improvements are in place to enhance opportunities for learning in outdoor play.

The childminder demonstrates a positive attitude to self-assessment; however, the evaluation process is yet to include the views of all those who use the childminders service.

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

The childminder has recently started caring for the children and she is currently getting to know them. She demonstrates a clear understanding of how children learn through play. She makes good use of observations to record achievements and next steps and has begun to keep 'look, listen and note' records of children's progress, however she is yet to identify children's interests and plan meaningful activities that support each individual child's learning.

If children are upset they soon settle because the childminder gently sings familiar songs. Young children enjoy close contact and smile as the childminder talks to them. The childminder closely follows routines from home for sleeping and eating to ensure continuity and as a result babies feel secure to sleep soundly in the childminders home. Childrens language development is encouraged by the childminder as she asks questions and provides opportunities for reading and writing. They learn about numeracy from completing puzzles and playing with number magnets. Childrens physical development and co-ordination is supported well within outside play in the garden. The younger children play with a well-resourced treasure basket containing natural resources, this enhances their sensory experiences; the childminders interaction also suitably supports their learning.

Children have daily fresh air and exercise through times in the garden and trips out into the local environment. Children develop independence skills well as they move around making their own selections. Appropriate standards of cleanliness are apparent in the home. The children are well-nourished with nutritious snacks and

meals which are provided by the childminder. The children have clear boundaries; these are supported by 'house rules' clearly displayed enabling children to learn what is expected of them. Children are encouraged to share and take turns by the means of a timer and therefore becoming well equipped with skills they need for 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?	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	2
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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