

Inspection report for early years provision

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Inspection date	26/03/2012
Inspector	Joanne Ryan
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.

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 July 1998. She lives with her two adult children and a younger child aged 17 years in a semi-detached property in the Crumpsall area of Manchester. The lounge, playroom and toilet on the ground floor are used for childminding purposes. There is a rear garden available for outdoor play. The family have a pet dog. The childminder is currently caring for five children and two are under five years. She is able to take and collect children from St Anne's Primary School. The childminder holds a National Vocational Qualification level 3 in childcare and she is a member of the National Childminding Association. The childminder is also part of the Manchester Childminding Network. The childminder is registered on the Early Years Register and the Voluntary and Compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates good capacity for continuous improvement through attending training courses and meeting with other childminders to develop her knowledge and skills further. She works well with parents by providing useful information about her services and obtaining valuable information before care commences regarding children's care and routines. The childminder has established good relationships with other professionals so that children's individual needs can be met. The childminder has a good knowledge of signs and symptoms of abuse and the procedures to follow if required. The childminder provides stimulating activities which allows children to making good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- provide OFSTED with a copy of the paediatric first aid certificate (Suitable People) 09/04/2012
- provide OFSTED with a copy of the public liability insurance (Suitable premises, environment and equipment) 09/04/2012

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

- develop the risk assessments to ensure that they clearly identify all aspects of the environment that children come into contact with, in order to minimise all hazards
- carry out more frequent observations of children and use this to plan on a continuous basis

The effectiveness of leadership and management of the early years provision

The childminder has a thorough understanding of her role in safeguarding children's well-being. She has clear procedures for reporting any child protection concerns to the appropriate agencies. This helps the childminder to ensure children are protected from harm or neglect. The childminder undertakes risk assessments for each outing and therefore risks to children are minimised while out in the community. The childminder carries out risk assessments for the indoor and outdoor environment at home in order to keep children safe. However, they do not cover everything a child may come into contact with, such as the steps to the back garden. All adults living on the premises have been suitably vetted. The childminder does hold a Paediatric First Aid certificate and Public Liability insurance. However, on the day of the inspection the childminder was not able to demonstrate this. The childminder supervises the children appropriately which contributes to their safety. The childminder is aware of children's individual stages of development and offers additional support if required so that all children can make progress.

The childminder has completed her level 3 certificate in childminding practice and has attended other short courses in addition to those required by the Early Years Foundation Stage. In addition to this, the childminder has completed a written self evaluation form and works as a support childminder offering advice to new childminders. She meets with other childminders and shares good practice. Therefore, she has a very good capacity to maintain continuous improvement. The childminder has considered the previous recommendations and has started to address them. She has implemented an observation and planning system, which she is currently developing and has labelled the boxes of toys so children can make choices. The childminder has established effective relationships with other professionals in order to ensure children's individual needs are met and to promote consistency. The childminder does not currently care for children with special educational needs and/or disabilities or English as an additional language but she fully understands the importance of partnership working, should the need arise. The childminder establishes good relationships with the parents and provides information verbally each day so the childminder and parents can work co-operatively in order to improve outcomes for children. She gives the parents a copy of the policies and procedures and shares photographs of the activities so they are well informed about the provision.

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

The childminder promotes a sense of belonging for the children as they are encouraged to self-select from the range of toys available, which are age-appropriate and promotes positive images of diversity. The childminder adopts a very calm approach to the children, encouraging good behaviour effectively. They enjoy a close and companionable relationship and therefore children show a good

sense of security. The childminder is skilled at interacting with children, extending their learning as they play. For example, the childminder and a child build towers, counting the bricks as they do so and laugh together when the tower falls. Children make good progress because the childminder has a clear understanding of how to support their learning and development. Photographs demonstrate children's achievements and the childminder is clear about the progress they have made. The occasional written observation links to the Early Years Foundation Stage and this system is still developing. The children have access to a range of creative materials where they can develop their imagination such as making finger puppets.

Children develop their large muscle skills as they have daily opportunities to play outdoors and access the fresh air. Children have access to fresh drinking water throughout the day; this ensures they are adequately hydrated. They are offered healthy and nutritious snacks and meals contributing to their healthy lifestyles. The childminder promotes the benefits to parents so children have continuous opportunities to live a healthy life. She offers children experiences in the home and wider community. For example, the children attend at a local toddler group where they engage in exercise classes. She demonstrates a positive attitude to inclusion and is committed to treating all children equally. Children's individual needs are well considered and she understands and values their unique personalities. Books are readily available for children to access in order to develop their communication, language and literacy skills. Children develop skills for the future as they have access to a laptop daily.

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	2
The effectiveness of safeguarding	3
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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide OFSTED with a copy of the paediatric first aid certificate 09/04/2012
- provide OFSTED with a copy of the public liability insurance 09/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide OFSTED with a copy of the paediatric first aid certificate 09/04/2012
- provide OFSTED with a copy of the public liability insurance 09/04/2012