

Inspection report for early years provision

Unique reference number	316289
Inspection date	08/02/2012
Inspector	Nicola Nolan

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 1992. She lives with her husband, adult child and son aged 13 years in the Dearnley area of Littleborough, Rochdale, Lancashire. The ground floor of the childminder's house, excluding the conservatory, is used for childminding and there is a fully enclosed garden to the rear of the house for outdoor play. The childminder is registered to care for a maximum of six children at any one time and is currently caring for three children under five years of age on a part-time basis and five school-age children before and after school. 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 children who speak English as an additional language. The childminder takes and collects children from one of the local schools and regularly attends a local parent and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and make good progress as the childminder has a good understanding of how to meet their individual needs. Parents are involved and work together with the childminder to support the children's learning and development. The variety of resources that are made available helps to support this learning. Overall, the childminder ensures that the environment is safe and secure. The system for self-evaluation to identify priorities for future targets; to further improve the quality of the provision for all children is effective.

What steps need to be taken to improve provision further?

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

- ensure risk assessments cover everything the children come into contact with.

The effectiveness of leadership and management of the early years provision

Children are well protected from harm as the childminder has a detailed procedure to follow should she be concerned about a child. The childminder keeps a log of fire drills that have taken place and has an accurate log of accidents and medication that is administered. Risk assessments of the environment are carried out visually and regularly to ensure children's safety. However, this does not fully support the risk assessment process.

The environment is homely, welcoming and well equipped with a good range of resources to support children's learning. The knowledge and understanding the

childminder has of the Early Years Foundation Stage ensures that learning is maximised through a well-organised environment with areas clearly defined for the children to access. For example, the childminder has a range of mark-making materials in clearly labelled drawers.

Children benefit from a childminder who keeps up to date by attending regular training courses, self-evaluates her practice regularly and has a clear vision for the future. The childminder has addressed all previous recommendations. This ensures that improvements to her provision are given a high priority.

Children benefit as the childminder engages well with parents and develops friendly relationships with them. Parents are kept well informed about children's ongoing achievements and about the childminder's practices. The childminder works closely with other providers of the Early Years Foundation Stage and this promotes effective continuity for the children's learning.

The childminder recognises all children have different needs and treats them as individuals. She helps children to learn about equality and diversity by organising cultural activities and by giving children positive messages about the importance of valuing differences.

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

Children are very settled and show confidence in expressing their needs. They enjoy one-to-one support and attention from the childminder, enabling them to feel very safe and secure. They become aware of how to keep themselves safe because the childminder explains hazards and talks to them about how to keep safe. For example, she teaches them how to keep safe near busy roads. The close, attentive relationship the childminder has with the children ensures their emotional needs are met and they are happy and secure.

The childminder supports children's learning and development well, for example, by interacting positively and asking questions and commenting about their play. These interactions are important for the children to feel that their activities are valued and help them to learn new vocabulary as they respond by repeating what is said to them.

Children have access to the outdoors although at present the enclosed garden is out of bounds. Having regular access to the local environment, community and parks ensures that the children have daily opportunities for fresh air and exercise, thus promoting their physical health and helping develop skill in knowledge and understanding of the world.

Children are learning about other cultures and beliefs as they celebrate different festivals. This enables them to develop a respect for themselves and others. The childminder also displays a welcome sign in different languages and labels in different languages are displayed on mark-making materials to ensure that everyone is included into the setting.

Children's personal hygiene skills are developing because the childminder encourages and assists with cleanliness by regularly reminding the children to wash and dry their hands effectively.

Children's behaviour is good. The childminder offers lots of praise and encouragement, which boosts their confidence and self-esteem. Children behave well as they independently select the accessible resources to play with. This means that the children are in control of their own learning and are able to make progress at their own pace. Children enjoy their learning because the childminder implements the Early Years Foundation Stage effectively. She records the children's achievements through observations and assessments. These are linked to the six areas of learning and identify how their learning should be extended. Planning of activities follows broad themes and events. This helps the children to be interested and enjoy their achievements. The children enjoy sharing books and stories and select books freely. Opportunities to play creatively and develop language skills are also seized as the children play with role play resources. For example, children play with the play kitchen and the childminder encourages this by asking 'are you making chips?' Information and communication technology resources also support the children's creative play as they identify with the flashing lights and noises from the electronic till as they play 'shop'. Children learn about mathematical concepts in real situations, for example, the childminder comments about the sink being full and not being able to hold very much and the toy box being 'heavy'. Overall, children are making good levels of progress towards the early learning goals in all areas of 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?	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	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

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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