

Inspection report for early years provision

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Inspection date	19/03/2012
Inspector	Gill Thornton
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 1981. She lives with her husband and one adult child in Tameside. The whole of the ground floor of the childminder's home, excluding the conservatory, is used for childminding. There is a fully enclosed garden available for outside play. The family has two dogs.

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. She is currently minding two children in this age group. She also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from local schools and nurseries and regularly attends local children's groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's has a good knowledge of child development and the individual interests and backgrounds of the children in her care. Consequently, she is able to successfully promote individual children's welfare and development. Children are safe and secure and enjoy learning about their local area and the world around them. The childminder provides a safe and inclusive environment in which children generally make good progress towards the early learning goals given their capabilities and starting points. Partnerships with parents and others are effective in promoting consistency of care and learning. The childminder is generally aware of her strengths and weakness and areas for development to improve her provision.

What steps need to be taken to improve provision further?

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

- review the organisation of toys and resources to provide children with more opportunity to independently select activities and resources
- reflect upon observations of children's current interests to plan opportunities for children to make connections in their learning
- extend opportunities for parents to contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because the childminder is knowledgeable about the signs and symptoms of child abuse and the procedures to follow if she

should have any concerns about the welfare of the children in her care. She has attended safeguarding children training to ensure her knowledge and skills are up-to-date. All adults in the household are appropriately vetted and are safe and suitable to work with, or be in contact with, young children. The childminder makes effective use of risk assessments to ensure that all areas used by the children are safe and suitable and that they are kept safe on outings. As a result children play in comfort and safety under the childminder's careful supervision.

The childminder is knowledgeable about the Early Years Foundation Stage and she uses this well to support children in their learning and development. She provides children with access to a balanced range of good quality toys and equipment which provide good levels of interest and enjoyment. The childminder generally uses the available resources well to engage children and help them make good overall progress towards the early learning goals. However, storage facilities are not well organised to enable children to independently access toys and resources of their own choosing. The childminder is committed to providing children with a supportive and constantly improving learning experience and she has effectively addressed recommendations from previous inspections. For example, she has extended her toys and resources to include an attractive range of books reflecting positive images of disability and the diversity of family life. The childminder regularly meets with other childminders to help her identify areas for further development. She recognises the importance of being a reflective practitioner and keeping up-to-date with current practice. All the required documentation is efficiently maintained to support children's welfare and development.

The childminder forms close working relationships with parents and carers. She obtains useful information about each child to ensure that parent's wishes and children's individual needs are effectively met. The childminder and parents share information about their child's starting points and parents can view their children's records or achievement. However, parents do not have the opportunity to contribute to these records to inform decisions about children's progress. Effective communication takes place with other provisions involved with the children to promote consistency of welfare and learning. The childminder provides sensitive support to ensure all children are included and able to access a suitable range of learning experiences. Additional care and learning needs are recognised and supported. Consequently the individual needs of all children are well met and all children are included fully in the life of her setting.

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

Children are happy and form trusting relationships with the childminder who joins in with their play to promote their interest and enjoyment. For example, sharing their interest in emptying out a box of toys and encouraging them to describe the different vehicles and figures. Consequently children learn to communicate about matters that interest them in their play. Good quality interactions and well organised routines help young children and babies become secure and confident in the childminder's care. The childminder is responsive to young children's needs

and helps them develop skills for the future. For example, respecting a child's desire to carefully pour bottled water into small cups and encouraging them to explore what happens as they pour it back and forth. Consequently children become active and curious learners while developing their manual dexterity.

The childminder makes regular observations of children's play which she uses to identify simple next steps in their developmental progress. She monitors children's progress towards the early learning goals by making reference to Practice Guidance for the Early Years Foundation Stage. As a result children are making good overall progress in the six areas of learning and development. However, the childminder does not always reflect upon her knowledge of children's current interests to provide further experiences to help children make connections in their learning. For example, missing the opportunity to introduce the concept of writing for a purpose into imaginative role play scenarios. The childminder thanks children for being kind and helpful, such as when they spontaneously replace a cushion they have knocked over or pick up cartons that have fallen out of their toy shopping trolley. As a result children learn to behave well and develop a sense of pride in taking responsibility for small tasks. Clear and consistent boundaries of appropriate behaviour help children feel secure and know what is expected of them.

Children develop their understanding of how to keep themselves safe because the childminder uses simple explanations to explain possible hazards. Such as the dangers from traffic while they are walking by the road. Children engage in a good range of physical play activities both indoors and out. The small paved garden provides a safe area for using ride on toys and they regularly go to the local park while walking home from nursery. As a result children increase their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. Children learn the importance of following good hygiene procedures during well-established routines and the childminder promotes their understanding of a healthy diet by providing appropriate options at snack time. Children take part in simple activities such as growing cress and learning that plants require watering if they are to grow.

Children are developing a respect for themselves and others and they are learning about other cultures and beliefs. This is because the childminder provides them with activities to introduce new ideas and promote their understanding of the diversity of the wider world. Young children enjoy opportunities to use everyday technology in their play and explore the effect of their actions, for example, how the toy cooker lights up when they turn the controls. The childminder promotes young children's early counting skills while encouraging them to use an electronic shape sorter and praising their skill at posting the correct shape and colour. The childminder includes children's artwork and notes of children's descriptions of their creations in their records of achievement. Consequently, children learn to recognise their artwork as something important and unique to them.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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