

Inspection report for early years provision

Unique reference number	EY360413
Inspection date	29/03/2012
Inspector	Jan Linsdell
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 2007. She lives with her partner, adult daughter and lodger in the Wythenshawe area of Manchester. The ground floor of the property and upstairs bathroom are used for childminding purposes. There is a secure garden available for outdoor play. The family have a pet dog.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under the age of eight years at any one time. She is currently minding four children, one of whom is within the early years age group. Children mostly attend before and after school on a part-time basis and during school holidays. The childminder holds an appropriate early years qualification at level 3. She is a member of the National Childminding Association and she has completed Children Come First quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes equality and diversity and meets children's individual needs well. She offers a wide variety of activities to enable children to make good progress in their learning and development. Partnership-working with parents, carers and other professionals is well established and benefits the children's welfare and learning. Overall, aspects relating to children's safety are very well addressed. The childminder shows a strong capacity for maintaining continuous improvement. She successfully evaluates the quality of her setting and embraces opportunities to develop her practice.

What steps need to be taken to improve provision further?

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

- improve the arrangements for carrying out regular evacuation drills and record details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a thorough understanding of how to safeguard children and protect them from harm. She regularly updates her safeguarding training and has effective policies and procedures in place to keep children safe. Detailed risk assessments of the premises and outings are consistently carried out, which ensures children's safety and security. All required documentation to promote the safe management of the setting is well maintained and stored confidentially.

The childminder uses effective systems, such as the Ofsted self-evaluation form to

reflect on her practice and identify areas for further improvement. She regularly attends a wide range of training and participates in quality forums, to ensure her knowledge and skills are kept up-to-date. This shows her strong commitment to developing her practice in order to improve outcomes for children. A variety of good quality resources are used effectively to support children's enjoyment and learning. The environment is well organised to meet children's needs, particularly the garden, where children have a range of interesting areas to explore.

The childminder ensures all children feel included and valued. She works successfully with external agencies, professionals and other providers, such as schools. This positively promotes continuity in children's care and learning and ensures their individual needs are addressed. Engagement with parents and carers is strong and the childminder develops very supportive relationships with them. Daily exchanges of information about the children ensure parents are kept fully informed of their ongoing progress. Parental questionnaires are sometimes used to seek parents' views and helpful tips are regularly shared, such as about potty training.

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

The childminder organises a good variety of activities for children to enjoy. She understands how to successfully support children's learning and how to help them reach their next steps. Detailed 'all about me' forms include important information about children's needs, preferences and some abilities, which helps to inform their starting points in their learning. Effective systems are used to plan, observe and assess children's learning. As a result, children make good progress towards the early learning goals.

Children enjoy close and supportive relationships with the childminder, who understands and meets their individual needs very well. They are confident to explore their environment and happily play independently. This shows they feel safe and secure. Children learn about safety issues, such as road safety, stranger danger and bullying. They talk about what to do in the event of a fire, but they have limited opportunities to consolidate their learning because fire drills are not practised on a regular basis.

Children develop a good understanding of the importance of a healthy lifestyle. They benefit from walking everywhere with the childminder; enjoying plenty of opportunities for fresh air and exercise. They show a developing awareness of their own health needs; letting the childminder know when they are hungry or when they need their hands cleaning. They enjoy a healthy diet and follow suitable hygiene practices to minimise the spread of germs.

Children have good opportunities to develop their social skills because they attend play groups and enjoy friendships with other children. They have fun exploring different textures, such as rice and water, and the playhouse in the garden offers good opportunities for children to develop their imagination. Children are generally

encouraged to count and they use a range of resources to support their problem-solving skills. They explore the interesting range of musical instruments and enjoy banging on the drum.

Children develop good skills for the future. They have access to books and enjoy visits to the library, which promotes their enjoyment of reading. They have opportunities to practise early writing skills, for example when they use the crayons to make marks. Their understanding of technology is promoted as they learn to use the laptop and mouse. Children are encouraged to help with small tasks, such as sweeping the floor, which promotes their understanding of responsibility. They grow and eat the fruit and vegetables they plant in the garden, and they enjoy making flags and learning about Africa. This supports their understanding of the wider world.

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

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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