

Inspection report for early years provision

Unique reference number	EY331447
Inspection date	16/04/2012
Inspector	Sue Heap
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2006. She lives with her husband and three children aged 11, eight and seven years, in the Chadderton area of Oldham, close to shops, parks, schools and public transport links. The whole of the ground floor and bathroom upstairs are used for childminding. The rear garden is used for outdoor play. There are steps to the front and rear of the property.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding four children in this age group. She is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder also cares for children aged five to 11 years. The family has a dog, rabbits and tortoises.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder places a strong emphasis on children's care, safety and learning at all times. As a result, outcomes for all children are well promoted through the childminder's secure knowledge of the individual children in her care and the good range of activities provided. She is a reflective practitioner and demonstrates a good understanding of her key strengths and the areas she wishes to develop further. Most aspects of partnership working with parents and professionals promote progression and continuity for children very well. Children and their families are respected and valued as individuals, which means inclusion is reflected in daily practice.

What steps need to be taken to improve provision further?

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

- continue to develop the system to monitor children's progress towards the early learning goals to ensure that any gaps in their learning identified
- implement ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their individual needs.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded as the childminder places a strong emphasis on this. She is well informed about child protection issues and the procedure to follow should she have any concerns about a child in her care. She has recently attended

safeguarding and first aid training to update her knowledge and skills. All the required vetting procedures have been completed. Key documentation relating to children's health and safety, such as medication records, is maintained confidentially which means that children's individual care needs are supported well. Good quality risk assessments of the home and equipment are in place. These are reviewed regularly and clearly show any areas of change required which ensures that children are continually cared for in a safe environment. She carries an emergency contact booklet, which she has devised herself, on outings. This means that children's parents can be contacted immediately if she is involved in an accident.

The childminder demonstrates a good level of commitment to providing and developing a professional service. All recommendations made at the last inspection have been completed, such as improving medication records, the practice of fire drills and developing her provision of toys and equipment, particularly those which reflect diversity. These have improved children's learning, health and safety. She is a reflective practitioner and accurately identifies her key strengths and areas for improvement, such as the monitoring of children's progress. Space and time is well organised to provide children with areas to play, relax or sleep in comfort. Children also access a good range of local community groups to provide them with different play experiences, as well as trips to places of interest, such as museums or farms.

Children's transition to school is supported well by the childminder who shares her observations and provides a summative assessment of their progress. She has a secure knowledge and understanding of where to go to access additional support if she has any concerns about a child's development. This means she is able to provide an inclusive environment for children. Parents are provided with a good range of information about the childminder's care which helps to promote good working relationships and a shared understanding from an early stage. These successfully promote all aspects of children's care, welfare and safeguarding. The childminder encourages parental involvement through daily conversations and children's individual 'learning journeys' are available at all times. The childminder accurately assesses that ways of involving parents in sharing their observations of children's interests are an area for further development. She has already identified ways in which to do this. Parental questionnaires are used to seek their views and verbal comments from parents demonstrate how they value the childminder's care and flexibility.

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

The childminder has implemented good quality observations, assessments and planning children. These clearly identify the next steps for individual children in their learning and development. Their overall progress in each area of learning is beginning to be effectively monitored and is in the early stages of development. Even though children who attend are similar ages, the childminder recognises them as individuals and has a secure knowledge of each child's needs, likes and capabilities. As a result, she plans and provides a wide range of enjoyable play opportunities and experiences both inside and outside the home which offer them

challenge. Some children particularly enjoy sensory materials, such as painting or mixing play dough. These activities are planned specifically to meet their interests and also to encourage those children who display some tentativeness in joining in these activities. As a result, all children are able to develop their creativity and confidence in an enjoyable way. The childminder uses the skills she has learnt on language workshops, repeating words and phrases to develop children's emerging language and their recognition of similar sounds. A good range of mathematical toys and games develop children's problem-solving and numeracy skills, such as different types of jigsaws or bricks. As a result, children develop good skills for the future and are making good progress given their starting points and capabilities.

Children's health and welfare is promoted well on a daily basis. The childminder works closely in partnership with parents to ensure children's care and dietary needs are met. Home-made nutritious meals are provided or parents provide a packed lunch which the childminder supplements with healthy snacks of fresh fruit. She is responsive to their needs at all times and good hygiene practices ensure that children are not at risk of cross infection at nappy changing times. Children enjoy warm and trusting relationships with the childminder and less confident children are progressing well in developing relationships with their peers. This is due to the childminder being sensitive to children's individual needs and giving lots of verbal praise when they do something for the first time, which develops their confidence and self-esteem.

The children move confidently around the house and play an active part in decision making as they choose from the picture cards which fruit they will have that day. They confidently explore and play imaginatively with small world figures or interlocking toys and show great interest in technology as they play on a computer. They begin to understand dangers and how to stay safe through the practice of regular fire drills. Discussions about safety, as they climb in and out of the car or road safety while they are walking in the local community reinforce their learning. They behave well due to the clear messages they receive and the childminder acting as a good role model. They are encouraged to respect each other and value each other's similarities, differences and needs through their discussions and activities. As a result, children behave well, are kind and considerate and are helpful to less confident children.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----