

Inspection report for early years provision

Unique reference number	EY414235
Inspection date	13/04/2012
Inspector	Gillian Marsden
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 2010. She lives with her seven year old son, in Manchester. The whole of the ground floor and the upstairs bathroom are used for childminding purposes. There is a back garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight at any one time, three of whom may be in the early years age range. There are three children on roll, all of which are in the early years range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a homely, warm and respectful environment. The childminder supports children on an individual basis, which enables them to make steady progress from their starting points. Generally, the childminder has a satisfactory knowledge of the Early Years Foundation Stage. In the main, policies and practices contribute towards the safety and welfare of the children. Partnerships with parents are good and are effective in ensuring that children's individual needs are responded to as there is consistency between home and setting. Some areas for development have been identified with a particular focus on improving planning and assessment for children's learning.

What steps need to be taken to improve provision further?

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

- expand the written risk assessment to include anything which a child may come into contact with, for example, the trampoline and front door.
- develop observations to ensure appropriate next steps are identified to support children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of safeguarding and the procedure to follow if there is a concern. She understands the signs and symptoms of abuse and has attended recent training in relation to safeguarding. Risk assessments are in place, however, these do not routinely cover all areas of the home and resources, which means children's safety may not be promoted as effectively as possible.

The childminder has satisfactory knowledge about the Early Year's Foundation Stage and uses this to support children in their learning. She plans individually for

children using information received from their families. Observations are completed, recorded and used to inform planning, however, next steps are not always clear or appropriate, consequently this hinders the evaluation and assessment process. A continuous provision planner is in place and includes the routine of the day and activities offered throughout the week. This informs parents what children will be accessing throughout the day and provides opportunities for them to contribute to their children's learning and development.

The environment is well organised and there is a range of resources which support children across all areas of learning. Children are able to access most resources independently. All children play in an accepting and inclusive way and develop a foundation of acceptance and equality towards others through regular external visits to the surrounding community. These visits provide the children with relevant experience of cultural and ethnic diversity. Children are also encouraged to speak English as well as Somali to support them in becoming aware of cultural differences within their community.

The childminder is aware of her strengths and areas for development. She has addressed previous recommendations, which effectively ensures the safety of the children and has identified specific areas for further training to develop her skills and knowledge. She recognises and values the close relationships with families and they are pleased with the service she offers. Parents have the opportunity to comment on the provision by completing questionnaires and useful information is obtained that influences what is offered to children. The childminder and the family exchange detailed information each day to ensure children's basic needs are met in a consistent manner. The childminder understands the importance of working with others to improve outcomes for children. For example, ideas are shared during childminder drop- ins and during sessions at the children's centre.

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

Children enjoy being in the setting, they feel safe and relaxed and are happy to snuggle in and sit close when they are tired. Children confidently talk to visitors and are interested in what they are doing and saying. They are confident and competent and can communicate their feelings.

Children's good health is promoted effectively by the childminder. General cleanliness throughout the setting is of high standard therefore minimising risks of cross- infection. They readily wash their hands before a snack or meal because good hand washing routines are well established. They are starting to learn about making good choices because they are offered healthy options and encouraged to try a range of different foods. Children enjoy being outside and are developing physical skills in walking, running and jumping because they make use of a variety of resources. For example, they use a trampoline and other equipment to test and challenge their skills.

Children make steady progress in their learning and development because the childminder organises activities around their interests and needs. Children develop

good language skills because of the effective interactions and responsive support provided. They enjoy looking at books and turning the pages to find their favourite picture which they talk about. Children like to make marks with the crayons and they are beginning to count and enjoy recognising shapes. The childminder promotes children's knowledge and understanding of the world through a variety of ways particularly when accessing the outdoors. Trips to the park and daily opportunities to access the garden provides them with an opportunity to experience different weather conditions and to explore and observe mini beasts closely.

Children's routines are established and because of this children feel safe and secure and access what is on offer confidently. Children's behaviour is good as they respond to boundaries positively and consistently. This is because the childminder has realistic expectations of behaviour that match the age and stage of development of the children. Children develop emotionally in a positive environment due to the childminder's sensitive approach. The childminder promotes the growth and development of the children's confidence through the emotional support and praise that she offers.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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