

## Inspection report for early years provision

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<b>Unique reference number</b>	EY412551
<b>Inspection date</b>	21/05/2012
<b>Inspector</b>	Susan Heap
<b>Type of setting</b>	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 partner and two children aged 17 and 11, in the New Moston area of Manchester, 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. The family have a small dog.

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 two 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 overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy their time with the childminder and are making steady progress in their learning and development and, overall, their learning and development and welfare are supported well. The childminder has a sound understanding of equality and inclusive practice is promoted as children's individual needs are effectively met. Links with parents and the liaison with other providers are used well to support children's care, welfare and learning. She is beginning to use self-evaluation in all aspects of her setting to develop quality practice and to drive and maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop the use of observations and assessments to identify learning priorities and plan motivating learning experiences for each child
- develop opportunities for children to practise and extend their skills in problem solving, reasoning and numeracy and gain confidence and competence in their use
- develop creative opportunities for children to explore colour, texture, shape, form and space in two or three dimensions
- develop systems to involve parents and allow them 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**

There are clear written safeguarding procedures in place and the childminder has a sound knowledge of her responsibilities in protecting children. All adults in the home have completed Criminal Records Bureau checks. Required documentation and records for the safe management of children's care are in place, such as, accident and medication records, and are supportive of children's welfare. The childminder has worked well since the last inspection to address the identified areas for improvement. These were particularly around safety and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. These have all been successfully completed and improved children's safety and learning. She has put effective risk assessments of the home and outings in place and is vigilant in applying these, such as, ensuring blind cords are tied up and out of children's reach. Monthly fire evacuation procedures and smoke alarm tests ensure children are cared for in a safe environment and develop their understanding of what to do in an emergency. The childminder has clear procedures for recording visitors to her home.

Inclusive practice is promoted and all children are included in activities. The childminder is beginning to develop children's understanding of diversity through discussions, activities and her long term plans, so that all differences are valued fully. Equipment and resources are well-maintained, clean and suitable for their use. The childminder is keen to continue on-going training and is already booked to attend further courses to develop her confidence, knowledge and skills. She is now focusing on reflecting and evaluating all aspects of the service she offers and has a sound commitment to improvement. As a result, plans are focussed and appropriate to improve outcomes for the children.

Parents complete an 'All about me' sheet prior to children starting at the childminder's and partnerships are established through on-going discussions about the care and learning of each child, for example, she respects parents' wishes and is responsive to their input in adopting a common approach to behaviour management. As a result, consistency of care is maintained. Parents are provided with a range of information about the care and education of their child, such as policies and procedures and written records. Each child has a personal learning journey, which includes information about their activities and development, although parents currently do not add their own comments and observations to these. The childminder fully understands the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children, such as, local schools or other professional services, for example, close liaison with schools at times of transition enhances the care and learning of children. As a result, children's individual needs are considered and met appropriately.

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

Children make steady progress and their development is promoted because the childminder has greatly improved her knowledge and implementation of the learning and development elements of the Early Years Foundation Stage. Individual observation and assessment records are now in place. These clearly identify some of the children's next steps, all of which are linked to the six areas of learning and their overall progress is tracked. The childminder is clear about delivering all of the areas of learning, although currently there are gaps, therefore, the next steps in children's learning are not always consistently planned for. For example, colour, number, shape and creative development opportunities are not sufficiently planned.

The childminder is keen to provide children with a positive experience and a sound base to support their learning. Interactions are good and children enjoy warm and caring relationships with her; for example, they snuggle into her on waking which shows they feel safe and cared for. The childminder is particularly sensitive to children's individual needs at this time, talking to them and reassuring them as they gradually wake up. Children are protected and their welfare supported as the childminder has established safety routines and equipment to protect them both in the home and outside. They learn about personal safety and take care when walking to and from school and on outings, as the childminder pays particular attention to road safety routines, which the children follow.

The childminder has sound hygiene policies, procedures and consistent routines, including discussions and explanations about personal care. Healthy eating is successfully promoted through a range of healthy, nutritious meals and snacks to support children's daily diet. Children enjoy snacks of fresh fruit, such as, grapes, and they freely access drinks of water to keep their bodies hydrated. A large selection of artificial fruit and vegetables, promote discussion and develop children's understanding of healthy eating.

Daily routines help to promote children's sense of security and belonging, while outings to local groups and soft play centres promote their physical development and social skills. Children experiment with mark-making, as they draw and crayon freely, they particularly enjoy using paints and crayons on large sheets of paper spread across the dining table or at the child-sized table. The childminder sits with them to give support and encouragement, showing interest in what they say and do. She uses open questions to encourage them to think and share what they know and repeats words and phrases to develop their emerging language. Children enjoy access to a variety of imaginative activities, such as, role play and small world figures.

The childminder is a good role model and the consistent use of praise and positive reinforcement contribute to the children developing their confidence, she is alert to responding to children's individuality and different personalities. As a result, reward systems, such as, stickers and certificates, contribute to their self-esteem, and they learn respect for themselves and others, such as, being kind. Behaviour

management strategies are carefully considered and age appropriate, as the childminder explains why some behaviour is not acceptable.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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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