

Inspection report for early years provision

Unique reference number	EY437004
Inspection date	23/05/2012
Inspector	Shazaad Arshad

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 2011 and lives with her husband and two children aged seven and three years in the Salford area of Greater Manchester. The whole of the ground floor and three bedrooms are available for children. There is a secure garden available for outdoor play. The childminder's home is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of whom may be in the early years age range. Currently, there are two children on roll in this age group. Care is also offered to children over five years. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a caring, welcoming and inclusive home environment for children. Their individual needs are met and their welfare is promoted satisfactorily. Children enjoy a balanced range of play opportunities and activities to make steady progress across most of the six areas of learning in a safe and secure environment. Outcomes around health and relationships with parents are good. Wider partnerships are developing. The self-evaluation systems are not yet effective in clearly identifying key strengths and areas for development.

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 observation and assessment to further promote children's learning across all areas
- develop self-evaluation in order to identify key strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable knowledge of the signs and symptoms of abuse and has devised an adequate policy for safeguarding children. She also ensures all adults living in her home are suitable to be in contact with children. The sound policies and procedures underpin the safe and efficient management of the setting. Records of any visitors to the home and the hours of the children's attendance are kept. The home is safe in all areas, with risk assessments and daily checks ensuring all children are in a secure environment.

All toys, resources and equipment are suitable for their purpose and easily accessible to the children. The childminder has appropriate knowledge and understanding of diversity and equality. Displays of world flags and a poster displaying greetings in different languages help to suitably promote children's understanding of the wider world. The childminder effectively promotes children's awareness of the local community through outings and regular visits to local places of interest.

The childminder works very closely with parents and gathers plenty of information from them in order to meet their child's individual needs and routines. She shares individual progress records and daily diaries with clear information about children's daily activities with them. As a result, parents receive good information about their child's meals, daily activities and achievements. Parents comment positively on the care their children receive. They also receive a disc containing the setting's policies and procedures. There are currently no children on roll who also attend other early years settings, but the childminder understands the importance of working closely with other providers to give children continuity in their care. She is beginning to use the Ofsted self-evaluation documentation to clearly identify her setting's strengths and priorities for development. However, systems are not yet fully embedded in order to provide the childminder with effective plans for improvement.

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

The childminder provides sound individual support to children and is suitably aware of each child's abilities. This enables young children to make steady progress in specific areas, such as physical development. There are well-organised activities and routines in place which help children feel safe and secure. Consequently, they are developing a positive sense of themselves and others. They settle easily with the childminder and are comfortable in their environment. The childminder is developing systems to plan and assess children's learning and development. The assessment summaries sufficiently show children are making steady progress in most areas of their development. However, regular observations of children's abilities and achievements do not always cover all the six areas of learning sufficiently to target the next steps in a child's learning.

Children have many opportunities to be active and interactive, which helps to improve their skills of coordination, control, manipulation and movement. For example, they explore a range of physical play games and construction sets. Young children enjoy exploring well-placed resources and in particular heuristic and treasure basket play. This has a positive impact on their increasing sensory awareness. The childminder provides children with enjoyable experiences that support their curiosity. For example, they explore and experiment with using a range of creative play materials and building blocks. Young children's language skills are developing well and they are starting to use them to communicate with others. For example, children identify bears in the books and discuss the different characters. The childminder listens closely to the children and supports their speech and communication. There is a satisfactory balance of adult-led and child-

initiated activities, which take overall account of children's individual interests and abilities. Children are generally motivated and the childminder encourages their involvement in activities through sensitive praise and encouragement. For example, young children concentrate for longer when the childminder positions herself at their level; she helps them to identify size to promote their mathematical skills through the use of building block games. Children enjoy creative activities using a variety of materials and media as they create models and draw pictures.

Young children receive generally satisfactory support in learning to share their toys with each other and build manners and respect. This helps them develop skills for the future. The children gain a good knowledge of how to maintain a healthy lifestyle because they learn the importance of good personal hygiene and have good opportunities to engage in physical play. This includes opportunities for accessing the well-equipped outdoor play area. Children also develop a good understanding of nutrition and the significance of eating healthily. This is because the childminder ensures that they are served wholesome foods, such as vegetables. Children are familiar with the good hygiene routines in place and know to wash their hands after playing outside and before eating. The childminder reminds children how to keep themselves safe by following road safety rules and uses sensitive discussion about stranger danger. Children are aware of what to do in an emergency evacuation as they regularly practise the drill. This impacts positively on children developing an understanding of safety.

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

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