

Inspection report for early years provision

Unique reference number	EY432826
Inspection date	27/04/2012
Inspector	Sarah Quinn
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 2011. She lives with her husband and two children, aged six and two years. They live in Eccles, Manchester. On the ground floor, the kitchen and lounge are used for childminding purposes along with a first floor bathroom. Children have access to a fully enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years and, of these, two children may be in the early years age group and one of these can be under one. She currently cares for three children in the early years age range at different times during the week.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The caring and enthusiastic childminder provides a stimulating and safe environment where children's welfare, learning and development are successfully promoted. The childminder provides an inclusive environment where children's individual needs are well met; however observations of children's are not yet developed. Her good practice is underpinned by her comprehensive policies and procedures and effective partnership with parents. However, parents are not yet fully involved in the self-evaluation process. The childminder regularly reflects on the service she provides to enable continuous improvement.

What steps need to be taken to improve provision further?

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

- improve systems for ongoing observational assessment to inform future planning
- develop self-evaluation systems which take into account the views of parents and carers in order to effectively identify the setting's strengths and priorities for development that will improve the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility and procedures to follow if concerned about a child's welfare. She has attended safeguarding training, which has reinforced her knowledge. Her robust risk assessment procedures enable children to play safely both indoors and when on outings. The childminder's home is well organised, relaxed and has a welcoming atmosphere. Children easily help themselves to a wide range of good quality resources.

The childminder works closely with parents gaining sufficient information about children's backgrounds and needs to enable her to give good quality care. She respects their wishes and shares information effectively. Parents are very happy with the service provided. The childminder recognises children's uniqueness and supports the children well to embrace differences. Children are introduced to a variety of cultural festivals and traditions. The setting is inclusive and the childminder knows children's individual needs well. Partnerships with other agencies and providers of the Early Years Foundation Stage support the childminder in providing appropriate care and help her to learn from other professionals.

The childminder regularly reflects on her service and works hard to improve the care she offers. However, she does not yet use parental feedback to evaluate her service. She is motivated to make continual improvements and attends training to update her knowledge base. She has not yet developed her observation systems to support her planning to enable children to make even better progress and hopes to do this following a training course in the near future.

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

The childminder has a good understanding of the learning and development requirements and how young children learn. She responds well to children's interests and children make good progress. However, observations are not used fully in order to personalise planning and allow children to make more rapid progress. Children take part in an age appropriate, exciting and a purposeful range of quality activities. They enjoy exploring the play dough using all their senses. They play well together making jigsaws while making animal noises and naming the animals. They enjoy counting and finding coloured objects. They sit happily with the childminder reading a book about a visit to the doctor and use a toy stethoscope and thermometer to diagnose the teddy's illness.

Children learn about the world around them as they search for mini beasts when playing in the garden and look carefully in the rainwater collected in the garden. The childminder helps children to feel good about themselves by being positive about differences and recognising children's uniqueness, supporting them in a warm and caring way. She is skilful in her interaction and instinctively knows what the children need, meeting both their physical and emotional needs well. Children clearly feel secure and safe, laughing often and close relationships are evident. The children play harmoniously together and behave well. They thrive on the praise and encouragement they receive from the childminder who supports their independence well.

Children learn about their own safety when they practise the fire drill and carefully use the steps outside. Healthy habits are encouraged as children are offered a varied and nutritious diet and have independent access to drinks. Good hygiene routines are well established. Children wash their hands before eating and after using the toilet. The childminder makes good use of local facilities and venues to promote children's learning. For example, they visit various play sessions, the park

and library where the children practise their physical and social skills. Children are active, inquisitive and enthusiastic and are well equipped with early fundamental skills to secure their future learning.

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
--	-----