

Inspection report for early years provision

Unique reference number	EY438645
Inspection date	30/05/2012
Inspector	Helene Terry
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 2011. She lives with her partner in a property in Rochdale, Lancashire. The whole of the ground floor of the home and the playroom and bathroom on the first floor are used for the children. The garden is used for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. At present, she cares for one child within the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends toddler groups and is a member of the National Childminding Association. She has a level 3 qualification in early years and she receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Close and caring relationships are established with the children; therefore, they are confident and settled within a well-organised homely environment and their needs are met well. Children make good progress in their learning and development and are actively engaged in a wide range of activities that enhance their development. Overall, relationships with parents are strong and the childminder demonstrates that she works well alongside other agencies involved in the care of children. The continually developing systems for self-evaluation are generally effective and the childminder shows a good capacity to continually make further improvements for the benefit of the children.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation as the basis for ongoing internal review; assessing what the setting offers against robust and challenging quality criteria
- develop further means of involving parents in contributing to the observations, assessment and planning for their child.

The effectiveness of leadership and management of the early years provision

Strong safeguarding arrangements are in place and the childminder has a very clear understanding of the issues, which ensures that a child at risk would be

identified and protected promptly. Checks for all adults living on the premises have been completed and close supervision adds to children's safety. Children's well-being is promoted effectively and the premises are safe and secure. Comprehensive risk assessments are in place to minimise hazards to children. This also covers procedures for emergency drills and practices. All the documentation that underpins the setting does so very effectively.

The organisation and deployment of resources are well planned in order to meet children's needs very well. Good use of the available space means that children have room to move around freely, rest undisturbed if they wish, and have independent access to equipment and resources. Stimulating posters and children's art work are displayed on the walls in the playroom, which helps them feel valued and boosts their self-esteem. There is good regard to equality of opportunity and diversity so that each child's needs are supported well.

Children benefit from the good partnerships with parents and the childminder works well with other early years settings that children attend, by sharing information about development and children's interests. This means that she is well informed and able to plan particularly well for each child so they benefit from a cohesive and consistent approach. Parents give detailed, general information about the children when they first start and there is effective sharing of information with parents, for example, through daily diaries and learning records. However, parents are not encouraged to record their views and observations of their children in their development records. Parents have access to a good range of information which includes information about services offered and the settings policies and procedures.

The childminder has effective systems in place for monitoring and evaluating the effectiveness of the provision. For example, she evaluates her planning of the activities and she involves parents and children in the process to some degree through discussions and observations of the children. She has plans to do further training, particularly around the implementation of the changes to the Early Years Foundation Stage. However, processes do not robustly identify all her strengths and areas for improvement.

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

Children are confident, settled and enjoy the time they spend with their childminder. They have developed close and trusting relationships, which enables them to explore the environment in a confident manner. They seek help from the childminder when required, and the childminder is skilful at engaging with the children and developing their interests and extending their learning. As a result, children make good progress in their learning and development. The childminder plans activities around children's interests and they decide on activities they wish to play with. Observations of what children can do are recorded and these are clearly linked to the learning outcomes within the Early Years Foundation Stage. The next steps in children's learning are recorded and these are used to inform the future planning.

Children take part in lots of stimulating and interesting activities. They move around between the activities freely as they take part in active learning. They delight in many aspects of role play as they create a bakery where they make and sell dough buns and biscuits, then pretend to have them at a party. Children use language well within their play, for example, they use talk to pretend imaginary situations and chatter about home life and recall past activities. Children are writing recognisable letters of the alphabet, can write their own names and are beginning to attempt to write names of their friends. They are also linking the initial sounds of words to some letters, for example, a child recognises the letter 'F' and states 'F' for fish and 'file'. Children also recognise shapes well in the environment. For example, a child recognises the letter 'V' in her name and then notices that it is the same shape that has been arranged between two jigsaw puzzles. They confidently name shapes, such as triangle, circle and square. Children are beginning to use calculation skills as they play demonstrated when children recognise that they have two dolls the childminder has one doll and together they have three.

Children are very independent in the environment boosting their self-esteem and confidence. They help the childminder prepare lunch and enjoy making ice cubes, when they observe what happens to the water when it is frozen. They enjoy observing the world around them as they plant and grow seeds and learn about life cycles of butterflies. They make their own books about activities which helps them recall past events. Children take part in many activities celebrating festivals from around the world, which helps them develop an awareness and respect others.

The children feel very safe and secure in the childminder's care because of the good relationships formed. They develop a strong understanding of how to keep themselves safe as they listen to clear explanations from the childminder. For example, a child talks about where they have to go in the event of a fire and that the fireguard is in place so that they do not hurt themselves. They also learn about road safety and stranger danger when on outings. Children readily adopt healthy lifestyles, choosing to spend time out of doors in the fresh air and understanding the reasons for their hygiene routines. They enjoy lots of healthy snacks and meals and learn about food that is good for them.

The childminder sets clear boundaries for the children, as result they behave very well and spontaneously use good manners. They are confident, inquisitive and enthusiastic because the provision effectively meets their needs and provides good levels of interest and enjoyment.

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
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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

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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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