

Inspection report for early years provision

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Inspection date	15/05/2012
Inspector	Denise Sixsmith
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.

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 1994. She lives with her husband and adult child in Astley, near Manchester. The whole of the ground floor is used for childminding, except for the conservatory. There is an enclosed rear garden available for outdoor play. The family has two pet cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these, no more than three may be in the early years age range. There are currently eight children attending in the early years age group. All the children attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She also provides care for children aged over five to 11 years.

The childminder collects children from the local school and regularly attends a variety of toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure in this warm, inclusive and child-orientated environment. The childminder is valued by parents and has developed strong links with them, which ensures children receive good continuity of care. Children make good progress in their learning and development. All required records are in place and effective improvements have been implemented since the last inspection. Partnerships with others providing the Early Years Foundation Stage and the self-evaluation systems are sound and still developing. The childminder is fully committed to the ongoing improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- develop and strengthen systems to further promote continuity and coherence for children who receive care and education with other providers of the Early Years Foundation Stage
- continue to develop reflective practice and self-evaluation systems to more clearly identify the setting's priorities for development to improve organisation and the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her role with regard to protecting children in her care from abuse and neglect. She has attended safeguarding training and produced policies and procedures to share with parents

to ensure children are safeguarded well. A copy of the Local Safeguarding Children Board guidance is in place and required contact numbers are readily accessible should the need arise. Adults living on the premises have undergone appropriate checks and the childminder supervises any visitors to the home as well as maintaining a record in the visitors' book. This contributes to keeping children safe and protected from harm. Children play safely indoors because the childminder has installed safety features, such as a safety gate, socket covers and a fire blanket. The childminder has conducted risk assessments and undertakes daily checks for the indoors, garden area and outings to further ensure the safety of children. She has maintained her first aid training and has a fully stocked first aid box to ensure that she can confidently deal with minor accidents. The home is very well organised with a well-presented designated playroom. Bright learning posters, photographs and displays provide the children with a sense of belonging and inclusion. Children have access to a wide range of toys and resources each day and are encouraged to self-select and make choices.

The childminder has worked very hard to implement the actions and recommendations set at the previous inspection to ensure she meets requirements and improves outcomes for children. She has readily welcomed support and guidance in this process from the local authority to move her service forward. All records and documentation required for the safe and efficient management of the provision and to meet children's individual needs are in place and appropriately maintained. For example, the childminder has obtained information from parents relating to parental responsibility and consent for the seeking of any necessary emergency medical advice or treatment is in place. The childminder is aware of the importance of self-evaluation and has attended related training. She has made a start to putting the information and guidance gained on the course in place, but has not yet implemented all aspects. The childminder has contact with local childminders and daily contact with the local primary school to ensure informal exchanges of information relating to children are in place. However, a more structured and consistent system for the sharing of information to promote continuity of care, learning and transitions is not yet fully developed. The childminder's commitment to developing her practice and service is very positive. This is reflected through the training courses she has undertaken and her implementation of requirements raised at the last inspection.

A strong relationship with parents is evident, with verbal exchanges of information taking place daily. A daily diary is in place for the very youngest children ensuring that their routines and needs are fully met. A notice board displays a variety of information for parents. The childminder has started to use parental questionnaires which contributes to an inclusive approach and reflects the views of service users. Parents state that they are very happy with the service that they and their children receive. They describe the childminder as 'friendly, helpful and very creative' and that their children 'thrive in her care and learn to socialise well'.

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

Children are happy, relaxed and enjoy their time with their childminder. She has created a calm, welcoming and child-centred environment where children are fully supported and encouraged to learn and develop. The childminder records observations of the children during their play. Photographs and written comments demonstrate the achievements of the children and the childminder identifies next steps in their learning. This information is then used to inform future planning. For example, activities linked to children's interests and curiosity are planned and extended in order to more fully support their learning.

Children learn about shape, size and colour as they play with different resources and engage in activities such as threading coloured bobbins. Children's communication, language and literacy skills are supported well. The childminder listens intently to what they are saying and engages them in purposeful conversations. Children gain an understanding about sustainability and the natural environment as they help to plant carrot and corn seeds and care for them as they grow. They become aware of technology and access various programmable and interactive toys, pressing buttons to create different visual and sound effects as well as activating the talking book. Consequently, children are developing good skills for future learning and life. They learn about diversity and the wider world through discussion, celebrating different cultural festivals and play with toys and books that reflect positive images of different cultures, race and disability. Children enjoy mark making with chalks and drawing pictures with their favourite green coloured pen, which matches their green achievement sticker.

Children's confidence and self-esteem are continually encouraged through the praise and positive reinforcement from the childminder. They learn to take turns, share and to value each other while they are with the childminder and out socialising at groups. Children's good health is fostered well and a healthy lifestyle is promoted. Drinks are readily available and provided for waking children to ensure they remain hydrated and refreshed. Dietary requirements are discussed with parents who provide their children's meals. Healthy snacks are provided by the childminder and follow parent and children's requirements. Children are encouraged to wash their hands at appropriate times and have access to liquid soap and disposable towels. Children have developed a strong bond with the childminder and gained a good sense of security. For example, younger children raise their arms and gesture, while older children explain when they have had enough and want to play with something different. Children behave very well, their attention span is good and they are fully absorbed in their play. The childminder talks about road safety when they walk to school. An evacuation procedure is displayed on the notice board and the childminder practises the fire drill regularly with the children. As a result, children gain a good awareness of staying safe.

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	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	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	3
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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