

## Inspection report for early years provision

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<b>Unique reference number</b>	EY404289
<b>Inspection date</b>	11/06/2012
<b>Inspector</b>	Kay Armstrong
<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 husband and two adult children in the Swinton area of Salford. Children have access to a dedicated playroom, the lounge, conservatory and kitchen. Toilet facilities are available on the ground floor of the property. A secure rear garden is available for outdoor play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for six children under eight years at any one time, of whom, no more than three may be in the early years age range and of whom, no more than one may be under one year old. She is also able to care for older children over five years. Currently, there is one child attending, who is in the early years age group.

The childminder is a member of the National Childminding Association. She gains support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has created an inclusive and welcoming environment where children's individual needs are effectively met. She has a good understanding of the Early Years Foundation Stage Framework and implements most areas very well. Therefore, children make good progress overall in their learning. Meaningful partnerships with parents and carers have been established, which ensures that each child's unique qualities are recognised and valued. All safeguarding and safety features are well embedded, in order to protect children from harm. The childminder reflects on her practice and demonstrates a strong capacity for continuous improvement to promote positive outcomes for 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 the information gathered through observations to identify learning priorities for each child and link these to the early learning goals.

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

Children are well protected as the childminder is fully aware of her role and responsibility in protecting those in her care. She ensures that all aspects of safeguarding are successfully promoted and followed. All adults in the home have been suitably vetted to further protect children. There are detailed risk

assessments of all aspects of her provision and smoke alarms are routinely tested. This means that the environment is safe for the children to explore. Children regularly practise the emergency evacuation procedure and this ensures that they have an understanding of what to do in the event of a fire. The childminder has attended paediatric first aid training, which enables her to care for children if they have an accident or become ill. All the required records and documentation are maintained to a high standard, well organised and stored effectively to ensure confidentiality.

Children and families feel included and safe as diversity is valued and respected. The childminder actively promotes equality through a range of resources and posters, which reflect our diverse society. She manages daily routines effectively to accommodate the individual needs of the children attending. Children are well supported and develop a positive sense of identity. The childminder gathers relevant information from parents prior to children starting with her. This contributes significantly to children settling well. Informal discussions, use of daily diaries and effective sharing of children's progress enhances the positive relationships established with parents and carers. This effective communication helps to ensure continuity of care for the children, which successfully promotes their overall welfare and development. The childminder is fully aware of how to work with other provisions that children may attend or other professionals when necessary. Available resources are used well to promote children's learning. For example, child-height storage encourages independence and self-help skills. This ensures that all children are able to make informed choices in their play and learning.

The childminder is reflective and evaluates her practice. The system in place to monitor her provision recognises strengths and areas for further development. Targets are effectively prioritised, in order to enhance positive outcomes for the children.

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

Children are happy and relaxed as they are cared for in a warm, child-friendly environment. They benefit from the strong attachments they have formed with the childminder. High levels of continuous verbal interaction and emotional support ensure that children thrive in the childminder's care. They demonstrate that they feel safe by snuggling into the childminder when they are in need of reassurance, tired or listening to a favourite story. Children's personal, social and emotional development is particularly well fostered, as a result, they feel safe and secure. Children's good health is effectively promoted as the childminder offers them healthy choices at snack and meal times. Children's hand washing routines are well established and the childminder ensures a good standard of hygiene is implemented at all times. Children are able to play outdoors and regular walks to the local park contribute to them developing healthy habits. They develop good physical skills because they make use of a variety of resources to test and challenge themselves. For example, they climb, ride wheeled toys and run around

at toddler groups and in the park. Children make good progress towards the early learning goals. The childminder observes what they can do and documents this in their individual 'learning journals'. Written observations are well supported with photographs of children at play. However, the childminder does not consistently use the information gathered through observations to inform the planning of further learning experiences. Therefore, the children's learning priorities are not always clear.

Mark-making resources are always available for the children. They enjoy painting and thoroughly enjoy making marks in paint with their fingers, which promotes early writing skills. There is a good range of equipment to encourage problem-solving skills, such as, construction materials, jigsaw puzzles and posting boxes. Children are introduced to number and mathematical concepts through everyday activities, such as, puzzles, baking and sand play. The childminder constantly plays, talks and interacts with the children, which ensures that they develop good communication skills. She listens carefully to what children are saying and responds positively to them. This ensures that children feel valued and promotes their confidence and self-esteem.

A wide range of resources are available for children to express their creativity, including small world resources and art materials. They learn about the wider world as they feed the ducks at the local pond and attend groups within their community. Here, they are able to socialise and explore different activities. Children learn about difference and develop good attitudes to others because there is a wide range of resources available that positively reflect diversity. For example, books, small world resources, jigsaw puzzles, dolls and posters. The childminder is a good role model and has effective systems in place to promote good behaviour.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	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

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