

Inspection report for early years provision

Unique reference number	EY403379
Inspection date	25/06/2012
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 in 2010. She lives with her mother and two children aged 10 and 13 years in a property in Salford, Lancashire. The kitchen, rear lounge, conservatory and bathroom on the ground floor are used for the children. The rear garden is used for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 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. When working with an assistant, this may increase to eight children under eight years, of whom, no more than five may be in the early years age range and of whom, no more than one may be under one year. There are currently six children attending in this age group. Children attend on a full- and part-time basis.

The childminder regularly attends toddler groups and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure knowledge of the children's individual care and learning needs. She provides them with a good range of stimulating activities based on their interests and learning needs. This helps them to make good progress. Overall, the childminder has formed positive partnerships with parents to enable both parties to work effectively together to support the children's individual needs. The childminder has a proactive approach to change, which enables her to make some positive changes to her practice through self-evaluation processes. As a result, she demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- consistently analyse observations of children to help plan 'what next' for each child
- 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

Children's well-being is effectively safeguarded because the childminder has a good knowledge of child protection issues and understands the procedures she should

follow if she has a concern about a child. Furthermore, appropriate arrangements ensure that all adults living in the home have undergone vetting procedures. Regular risk assessments, covering all aspects of her provision, ensure that children are cared for in a safe and secure environment.

The childminder makes good use of her home to meet the individual needs of each child. The rooms are well set out to provide children with space to explore and become engaged in their play. They have independent access to a wide range of resources and play provision to support their interests and stages of development. The environment is child friendly, welcoming and inclusive. The children's creative work and their photographs are displayed, which helps them to develop a sense of belonging. There are also resources that reflect positive images of diversity in society, helping children to learn to respect and value other people. The childminder supports children who speak English as an additional language very well by using actions, flash cards and by obtaining key words in their home language. As a result, children are learning English very well.

The childminder builds positive relationships with parents. They are well informed about her practice through discussion, newsletters, written policies and procedures and notices are displayed. They regularly exchange information about children's activities and achievements through daily diaries and discussions. The childminder uses a computerised online software system for recording documentation and information about children's development that parents can confidentially access. Through this, parents can view photographs of their child and information about their progress. However, parents are not currently encouraged to record their own observations of their child's development. Parents are very appreciative of the care given to their children. Although, the childminder has not yet worked with other professionals who support the care and education of young children, she is fully aware of the need to do so, should this arise.

The childminder effectively evaluates her practice to make improvements. She uses the Ofsted self-evaluation form to highlight her strengths and areas, which she wishes to improve. Parents' and children's views are incorporated into this system and she makes changes within her setting according to their views. For example, meal times have been changed, so that children have a cooked meal at the end of the day. The childminder is keen to keep her skills up to date through training courses, such as risk assessments and safeguarding.

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

Children enjoy their time with the childminder and they make good progress in their learning and development. They take part in a good range of activities that are adult-initiated and child-led. Activities are flexible and take account of children's individual interests and stages of development. The childminder watches the children as they play to assess their development. She records their progress and uses this information to help make decisions for their future learning. However, she does not consistently record their next steps, which potentially gives

rise to gaps in their learning. The childminder supports the children well as she responds appropriately to their needs and extends curiosity and learning. She constantly talks with children, helping them link words with actions, which particularly promotes the learning of those who speak English as an additional language. They enjoy books together and the children have fun with the story sacks, using objects to help tell the story. They sing songs as they play and experiment with the sounds of the variety of musical instruments. Children have lots of opportunities to make marks using a variety of materials as part of learning early writing skills.

Children enjoy learning about the world around them. They learn about lifecycles as they plant and grow seeds. They delight in playing outdoors, gathering tree bark in trucks and transporting it around the garden. They competently use levers on the trucks to help move the digger as they explore how things work and happen. They play at having a bugs party, using plastic insects and make adventure rides for them out of wooden blocks. As they build steps for the bugs, they use their counting skills and size and positional language, such as 'put the smallest block at the top'. They look for insects in the garden using the magnifying glasses and talk about what they discover. Babies enjoy playing with the treasure baskets using their senses to explore. Through activities, such as baking, they learn about measure and numbers and this is further supported by the use of games, nursery rhymes and songs. Children are learning to be independent. They address personal care and choose activities that they want to do. They take part in lots of creative activities to help them express their thoughts and feelings, such as, making models from boxes, painting, gluing and water and sand play.

The childminder has a good understanding of positive ways to manage children's behaviour and has consistent age-appropriate expectations for them. Children learn good social skills. They are polite and are learning to share fairly with others. Children respond well to praise and receive recognition for their achievements, so that they understand when they have done well.

Children learn about healthy lifestyles through daily routines and activities. They have regular opportunities to play outdoors in the garden or at parks to exercise, build up muscles and develop coordination. Children learn about food that is good for them through healthy, balanced meals. They confidently wash their hands before meal times and after visiting the bathroom, to get rid of the germs. Children regularly take part in the fire drills and learn how to cross roads safely during outings, as a result, they develop skills for the future.

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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