

Inspection report for early years provision

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Inspection date	25/06/2012
Inspector	Julie Firth
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 2011. She lives with her husband and three children aged 10, seven and four years in the Irlam area of Salford. The whole ground floor of the home is used for childminding purposes, along with bathroom facilities on the first floor. There is a fully enclosed rear garden for outdoor play.

A maximum of four children under eight years may attend the setting at any one time, of who no more than two may be in the early years age range. There are currently three children on roll in this age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder is supported by the local Sure Start development team 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.

Children are happy and settle well in an organised, safe and inclusive environment. The childminder plans exciting and stimulating activities for the children and they make good progress in their learning and development. She is establishing positive partnerships with parents and carers and they have a good involvement in their children's learning and development. Overall, there is a system in place for self-evaluation which monitors the setting.

What steps need to be taken to improve provision further?

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

- use self-evaluation to reflect on and review the good progress children are making across all areas of learning
- enhance children's opportunities to recognise print in the environment.

The effectiveness of leadership and management of the early years provision

The childminder ensures that the welfare of children is fully safeguarded. She demonstrates a good knowledge of the signs and symptoms of abuse and procedures to follow should there be concerns about a child's welfare. She records all incoming accidents and events that occur outside of her care. She has a written safeguarding policy and reflects on her recent training, keeping herself up to date. Risk assessments for indoors, outdoors and outings are in place and are displayed in the areas of the house that they refer to. These are reviewed to ensure that risks to children are minimised. The register is kept up to date and records children's actual times of arrival and departure. A daily routine displayed for

parents promotes children's welfare and meets their individual needs very well. It indicates children having time to rest and gives them opportunities to go out into the community. Resources and areas are organised well to give children opportunities to become independent and consolidate their learning. Furniture, equipment and resources are of very good quality and support children's learning and development. However, toys and equipment in low-level storage could be better labelled to further enhance children's recognition of print in the room. The childminder has previously been a room leader in a nursery working across different ages and this reflects in her knowledge and understanding of planning.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents on an 'all about me' form to ensure she has a good awareness of each child's starting points. Daily communication informs them of children's activities, and their learning journeys can be observed at all times. The childminder collates parents' comments on her tracking sheets, and they display a high level of satisfaction of how their children are making progress in the areas of learning. Furthermore, parents state how well the childminder enhances their children's social skills. Future plans are in place and the childminder recognises and acts on the shared working with more experienced childminders in the area to enhance quality. She also has a good understanding of the importance of partnership working with the locals schools and health team to strengthen the continuity of care and education for the children in her care. The childminder is very committed and caring and works hard to prepare children for school. Written assessments indicate activities to promote independence and language from an early age. She is monitoring her setting and is very aware of her strengths and areas for development. For example, she is reflecting on her practice gained in the nursery and adapting it to a home environment. However, systems do not always always reflect on the progress children make across all outcomes.

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She links activities to the six areas of learning and plans for children's next steps through observations. Photographic evidence indicates fun and stimulating activities. Individual planning helps children to reach their full potential during adult and child-led activities. Detailed observations link to children's next steps, and assessment systems track their development across all areas of learning. This indicates how well they are making progress. The childminder encourages children to sit and concentrate while playing with small world toys and offers good support and interaction during focused activities. She encourages them to mix with her own family and young grandchildren. They also they have fun at the local groups meeting other adults and children.

Children's self-help skills are promoted as they help tidy away after the session, and young children are encouraged to walk independently. They are learning about other cultures, giving them an awareness of diversity. For example, children wear clothing which represents Australia, celebrate the Chinese origin and join in craft

activities as they create lanterns for Diwali. The childminder adapts activities around the individual needs of the children and works closely with the families to extend learning in their own home. Children's communication and language skills are developing as they listen during story time and have access to books. They also use writing materials and chalk to make marks and recognise letters of the alphabet. They learn to hold a pencil correctly and attempt to write their name. Mathematical concepts are promoted throughout daily routines. For example, children count in familiar songs, recognise shapes during lotto games and identify colours as they build bricks. Good thought is given to developing children's knowledge and understanding of the world. Programmable toys enable young children to grasp and pull to promote their discovery and investigation skills. Furthermore, they are taken on trips to the park and places of interest. They have good opportunities to engage in meaningful role play and crafts. For example, children enjoy dressing up, connect stickle bricks to make a play telephone and shake the musical instruments. They use a variety of textures, such as, paint, play dough, sand and glue. Furthermore, young children enjoy feeling the contents of a treasure basket enhancing their sensory development.

Children's health is promoted well and the premises, toys and equipment are kept clean. Regular discussions take place about the importance of washing hands, and towels and bedding are regularly changed. Hygiene rotas around brushing teeth and healthy eating are displayed on the wall, and activities are extended within the childminding group children attend. For example, the coordinator of the group organises a craft activity around how to brush teeth. This helps children to develop their awareness of the concepts of effective hygiene routines. Children enjoy home-made healthy meals and snacks, such as, shepherd's pie, beef casserole, fruits and vegetables. Meal times are social occasions where children practise good table manners. They have access to drinks at all times.

From an early age, children learn the importance of sharing and taking turns, and the childminder uses consistent boundaries and rules which results in children respecting others. The frequent use of praise and keeping them active helps children feel good about themselves and motivated to engage in an activity. Furthermore, behaviour of concern is discussed regularly with parents and recorded. Children are encouraged to keep themselves safe as they learn about road safety on the way home from school. Older children also learn to keep small parts of their board game out of reach of the very young children and take responsibility in helping them to access their play equipment, both indoors and when outside on the climbing frame. They are encouraged to participate in the fire drill procedure, which gives them an awareness of how to evacuate the premises in an emergency situation.

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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