

Inspection report for early years provision

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| Unique reference number | EY427094 |
| Inspection date | 10/07/2012 |
| 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 in the Chadderton area of Oldham. The home is close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding, including the lounge, playroom and kitchen/dining area. The bathroom and toilet are on the first floor. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children aged 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. There are currently two children attending in this age range. She is supported by Oldham Sure Start 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 maintains detailed documentation, policies and procedures to promote the safe management of the setting and has good arrangements in place for supporting children's learning. Children are supported through a stimulating range of play activities and experiences and make good progress. The childminder has a successful partnership with parents, who are consulted, involved and kept well-informed of their children's daily routines, care and learning. Positive links with the local school promote good quality and continuity of education and care. Overall self-evaluation is good to monitor her practice.

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 and review the good progress children are making across all outcomes.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities in protecting children from harm. For example, she has detailed information and guidance on the procedures to follow, if she has any concerns. She is aware of potential signs of abuse and neglect and records any injuries or events that occur outside her home. Therefore, she is able to act in the best interest of the children to ensure their safety. She has a good awareness of the Common Assessment Framework system and assists families signposting to other agencies to meet the individual

needs of the children. The premises are safe and secure and both indoors and outside are subject to rigorous risk assessments to ensure that risks to children are minimised. Trips are well thought out to enable children to have fun in a safe environment. The childminder maintains a good range of documentation, policies and procedures, which contribute to promoting the safe management of the setting. She organises her resources, so that children can make safe and independent choices in their play. In addition, she manages her time very well to ensure that she incorporates children's individual needs. For example, she offers individual support to young children attending after school and during the school holidays. This contributes to children feeling safe and helps them feel part of a close knit family group.

The childminder has good relationships with the parents. Effective communication and information sharing contributes to meeting children's individual needs. Discussions, and daily diaries provide parents with good quality information about their child's day and the service provided. The childminder encourages parents to be actively involved in their child's learning and progression. For example, she collates information from parents regarding children's capabilities, likes and routines. She is sharing their child's individual learning journals with them and asks them to comment on their children's progress. Furthermore, when interviewed, parents demonstrate a high level of satisfaction of how well their children are settling and how well they are participating in the wealth of activities the childminder provides. Ongoing improvement is good. For example, she has read her own research and literature to enable her to further her knowledge of the Early Years Foundation Stage and to further enhance planning and assessment. All of which are reflected very well in her daily practice. She works alongside Sure Start to enhance her service and acts quickly on any recommendations they make.

The childminder is making good links with the local school, which children in her care attend. For example, she builds on the schools activities and shares individual tracking for the children. This helps her to identify the gaps they may have in their learning and to enable her to challenge the more able children. This is evidence of her good approach, to provide continuity in care and learning and prepare children for school. The childminder demonstrates a good capacity for continuous improvement and is very enthusiastic. She uses self-evaluation to monitor her practice. However, this could be better and more effective if she reflects on how much progress children are making across all their outcomes in her setting.

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

The childminder has a good knowledge of the Early Years Foundation Stage Framework, which enables her to meet the requirements well and promote good outcomes for children. She observes children at play and uses this to plan for their next steps in learning. Robust planning provides a wide range of interesting and stimulating activities across all areas of their learning and development. Detailed assessments and individual learning journals indicate that children are making good progress. Furthermore, she evaluates activities and makes a note of what she could do better to enhance children's learning and next steps. For example, when

out collecting leaves the childminder observes that children will benefit from organising their own bag and carrying a magnifying glass next time to look at insects on the journey. There are positive and trusting relationships between the childminder and children. These relationships alongside established routines, such as children reminding each other to tidy up and put on their coats themselves, means that children become independent, happy and settle very well in their new environment. She promotes their social skills well and they are encouraged to make friends and mix with others at the local group. The childminder provides a good range of activities that help children to learn about diversity and difference. She sits and explains different cultures to the children and provides resources to support their understanding.

Children develop their communication and literacy skills well. They have good opportunities to see examples of everyday print and to learn that print has meaning. For example, all toys are labelled, so that children can freely choose what they want to play with. Children are encouraged to make marks and write their name. They can follow on from a story and lots of questioning from the childminder during the story of the hungry caterpillar enhances children's concentration and interest. Through taking part in a good range of art, craft and role play activities, children have a great amount of opportunities to express their own thoughts and ideas. They are engrossed in dressing-up and participate in role play. Photographs demonstrate they have a wealth of first-hand experiences as they visit the local park and feed the ducks on a nature trail. Children learn to count, calculate and problem solve throughout their daily routine and adult led activities. For example, a wealth of games and puzzles helps them to recognise colours, match objects together. During a baking activity she stretches children as they count how many baking cases each one of them is holding. Furthermore, they become aware of the concept of how increasing ingredients to the mixtures alters the texture and weight in the bowl. Children's physical skills and coordination are developing well as the childminder encourages and promotes outdoor play and exercise in her garden. They also enjoy watching their seeds grow into plants. She takes them regularly to the local swimming pool gaining their confidence in the water.

Children benefit from being cared for in a home, which is clean, warm and well maintained. For example, children are fully aware of hand washing after messy play and attending the bathroom and learn about healthy eating and hygiene through planned activities. A very well-balanced and nutritious diet is in place and the daily menu is shared with parents. This helps to aid children's growth and development. Drinks are available at all times of the day to keep children hydrated. Children gain a very good awareness of safety through planned activities. They are involved in the regular fire drill which enhances their practise of how to act in an emergency. When walking to school, they understand to hold onto the buggy and to never cross the road without the childminder. They sit and listen to instructions to follow when out on trips to re-enforce their safety on the road. Children learn to behave well and this is supported by discussions and the positive examples set by the childminder. As a result, children learn about right and wrong and she gives them an understanding that they may not always take the lead during a board game. They learn to be kind to others and this is extended during play as children are encouraged to take turns. This supports the children in developing positive

relationships with their peers and older children learn to help the younger ones. The childminder uses praise to celebrate children's achievements and to boost their self-esteem. She works hard to enable children to feel valued in her setting and discusses behaviour of concern with the parents and the school to enable children to reach their full potential.

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

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| 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

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| 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

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| 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

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| 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

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| 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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