

## Inspection report for early years provision

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<b>Unique reference number</b>	EY394637
<b>Inspection date</b>	10/07/2012
<b>Inspector</b>	Barbara Wearing

<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.

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 2009. She lives with her husband and four children aged 12, 10, six and five years in New Moston, Manchester, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. Access to the home is via steps to the front and rear doors. On occasion the childminder's husband works alongside her as a co-childminder.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of four children under eight years at any one time, of whom, no more than two may be in the early years age range. When working with her co-childminder she may care for a total of six children, of whom, no more than three may be in the early years age range. She is currently minding five children, who attend on a part-time basis, one of whom, is in the early years age range.

The childminder collects children from the local school and attends toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed, busy and confident within the bright and stimulating environment of the childminder's home. The childminder builds strong, caring relationships with children whom she values highly as unique individuals. She knows children well and works closely with parents to ensure that children receive support to promote their good progress in their learning and development. The childminder meets most of the requirements of the Early Years Foundation Stage. She has some systems for self-evaluation and is keen to continue to develop her childminding provision to improve outcomes for children.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that a written record of complaints and their outcome is kept (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register).
- 31/07/2012

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

- develop further self-evaluation systems, which include the views of parents and children, to effectively identify the setting's strengths and priorities for

development.

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

The childminder has a confident knowledge and understanding of the procedures to follow to ensure that children are well safeguarded. She knows when and how to refer concerns to the relevant agencies and attends regular training to keep her knowledge up-to-date. Children's safety and welfare is further promoted as the majority of policies and procedures and records are implemented effectively and are shared with parents. However, the childminder has not kept a written record of complaints and their outcome. This is a breach of the requirements of the Early Years Foundation Stage. Comprehensive risk assessments are carried out to ensure that hazards are identified and appropriate action is taken to reduce the risk of non-accidental injury to children.

The childminder demonstrates a commitment to developing her early years provision to children and their families. She has not yet established any routine systems for self-evaluation but has in the past given parents questionnaires and has taken on board children's views and ideas for developments. For example, the implementation of a cloud and sunshine to promote positive behaviour. In response to recommendations raised at her previous inspection the childminder has developed her systems for recording children's development and has continued to build strong links with other settings that children attend. She gains ideas for developments from other childminders that she spends time with and training she attends.

The childminder's home provides children with a welcoming, stimulating and homely environment. Children confidently move between the sitting room and designated play room and regularly spend time in the enclosed back garden. They freely access toys from the wide selection of resources available to them. These are well maintained, promote all areas of learning and represent our diverse society. The childminder organises her time well ensuring that the needs of the different ages of children are met and that they have time to engage in activities in and out of her home. She takes children swimming on a one to one basis to develop their physical skills and confidence in water. Her co-childminder supports her in caring for children after school.

Good relationships are fostered with parents and other settings that children attend. Therefore, consistency is maintained, children's learning is enhanced and they receive good support to help them progress well. The childminder discusses children's achievements and any areas of concern with parents and supports them in gaining advice and support where appropriate. 'From me to you' books are an effective method for sharing information between settings, parents and children.

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

The childminder has a very good knowledge and understanding of each child's needs and stages of development. This is reflected in their learning journeys and enables the childminder to set clear next steps for children and plan how she will support them in reaching these. She builds close relationships with the children who enjoy her support and encouragement as they enthusiastically choose activities and resources to explore. Children show a strong sense of security. They make their needs and interests known to the childminder and she swiftly responds, showing children care and respect. Children learn skills to keep themselves safe. The childminder talks to them about their own rights, appropriate and inappropriate behaviour and encourages them to be assertive and to discuss any concerns with her. Older children share events of their school day with her, occasionally sharing details of 'fall outs' with friends. The childminder encourages younger children's language and communication skills as she repeats the vocalisations they make, names animals and makes animal noises when they play with puppets and plastic animals. Older children have their own writing books and pencils and enjoy accessing a wide range of creative art and mark making materials.

Children enjoy exploring a variety of resources of different texture, size and shape. These promote their mathematical understanding, fine motor skills and creative development. They enjoy playing with a range of musical instruments that they shake, bang and blow. They use a keyboard, exploring the different sounds they make as they press the various buttons. Photographs show children making things with play dough, dressing up and using face paints, as they create characters for role play. The childminder is skilled at supporting children's development using their current skills and interests. For example, she uses balls to motivate children to develop their large muscle skills and control. They have great fun kicking a ball as they sit on the floor or as they walk with the childminder's support. They eagerly chase the balls and repeat the exercise, strengthening their muscles and developing confidence. Children develop their knowledge and understanding of the local community and the wider world. They spend time at local play groups, the library, park and shops. Toys, resources and activities represent positive images of diversity and the childminder encourages children to talk about and respect people's similarities and differences.

Healthy lifestyles are promoted as children are given nutritious, home cooked meals and healthy drinks and snacks. They develop good personal hygiene routines, such as, washing their hands before meals and after playing outside or using the toilet. The childminder talks to them about dental health and they have toothbrushes to use while they are at the childminder's home. Overall, the children are confident, happy and are developing a good range of skills and knowledge for their 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

<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	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

<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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Procedures for dealing with complaints) 31/07/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Procedures for dealing with complaints) 31/07/2012