

Inspection report for early years provision

Unique reference number	EY347997
Inspection date	11/07/2012
Inspector	Cathleen Howarth
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 registered in 2007. She lives with her husband and five children aged five, 10, 11, 16 and 18 years in Clayton, Greater Manchester. The whole of the ground floor is used for childminding. There is an enclosed back yard available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

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 three children under eight years, of whom, no more than two may be in the early years age range at any one time. Currently, there is one child attending in this age group. Children attend on a full and part-time basis. The childminder is currently providing care for three children over five years and she supports children who speak English as an additional language.

The childminder is a member of the National Childminding Association and she is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The overall quality of the provision is satisfactory. The childminder is continuing to develop her knowledge and understanding of the Early Years Foundation Stage and recommendations are raised to build on the progress that has been made. There are emerging systems in place to show parents how their children are progressing in all areas. The childminder recognises the uniqueness of each child and most of the children's individual needs are appropriately met. The childminder currently receives support from the local authority and as a result she has sufficient capacity to make continuous improvements.

What steps need to be taken to improve provision further?

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

- use training made available by the local authority and other sources to continue to develop knowledge and understanding of the Early Years Foundation Stage framework
- use the Ofsted self-evaluation form and quality improvement processes as the basis of on-going internal review, assessing what the setting offers against robust and challenging quality criteria
- continue to develop a systematic and routine approach to using observations and use assessments to plan the next steps in a child's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as the childminder has sufficient awareness of safeguarding issues. She understands her role in child protection, including the procedures to follow should a concern arise. The childminder promotes safe practice well. Children's personal-care routines, like nappy changing, are carried out in a considered and respectful way to effectively promote their dignity.

The childminder is committed to personal professional development and she attends various training events. For example, a recent training event she recently attended was Child Protection Training for African Parents. The childminder shares her knowledge and understanding with parents to appropriately promote children's welfare. The childminder has recently attended Early Years Foundation Stage training events, however, a recommendation is raised to seek and obtain further training to consolidate the training she has received to improve outcomes for children.

The childminder makes good use of her time and available space. She knows how to support children to use these resources and children's steady progress is attributed to the resources used to support them towards the early learning goals. Respect for others is an integral part of the setting and overall children's behaviour is good. The childminder appropriately challenges stereotypical attitudes in relation to gender, ethnicity, culture and disability through age-appropriate resources and activities. Relevant examples, include picture books, storytelling, jigsaws and dolls that help children to learn about people's differences in the wider community.

Currently, the childminder receives support from the local authority and action plans help to identify aspects of the provision that need to be developed. A relevant example, is the childminder's portfolio, policies and procedures, which have recently been reviewed and updated. Although the childminder has addressed and implemented all the regulators actions and recommendations, raised at previous visits, the childminder is overly reliant on these processes and there are limited systems in place for the childminder to self-evaluate.

Trusting levels of engagement have been established in relation to working in partnership with parents. A parent commented, 'good communication and if our child is poorly she will call'. Parents receive useful information about the early years provision and they are routinely kept informed about their children's welfare, learning and development. There is adequate provision for children with special educational needs and/or disabilities. 'From Me To You' is a system which is in place to promote a cohesive approach to delivering the framework with others who deliver the framework.

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

The childminder gives children her full attention and she clearly values what children say and do. Her questioning methods usually challenge and support children to achieve as much as they can. The childminder maintains written observations of children at play in their individual development files. This emerging system helps to keep parents informed about their children's achievements in the six areas of learning. However, this information is not clearly linked to children's assessments and therefore planning to support children to take the next step, in a cohesive way, is not always effective, which hinders children's overall learning and development.

The childminder is caring and affectionate towards the children and a good rapport has been developed. Children said they feel safe at 'auntie's house' and they would confide in her if they were troubled or upset. The childminder gives the children lots of hugs and cuddles and as a result, children are confident and happy. They are beginning to learn about personal safety and they practise the emergency evacuation plan and learn about road safety. Children enjoy fresh air and exercise and they look forward to playing on the swings and slides in the local park. Snack time and mealtime is consistently organised as a social occasion, to help children develop independence and to encourage them to make appropriate choices. For example, they eat at the table and use age appropriate plates and cutlery. Good table manners are appropriately reinforced.

The inclusive ethos at the setting is reflected in children's positive attitudes. Children behave well and cooperate with the requests of the childminder, such as, at tidy up time when the floor space in the playroom becomes cluttered. There are appropriate systems in place to provide for children with special educational needs and/or disabilities and this includes the childminder's ability to signpost parents to external agencies for guidance and support.

There are appropriate opportunities for children to use programmable toys and resources and this includes the use of information communication technology. Children make sufficient progress in communication, numeracy and literacy. They like to play with toy cars on the floor and they persist for some time when they use inset jigsaws. They are learning to share and to take turns. For example, they share crayons when they draw pictures to take home. They have fun using the building blocks to make towers, knocking them down and starting over again. Learning to work together involves analysis and it provides a common goal that promotes learning. Measures like these provide the foundations from which children develop knowledge, understanding and skills that are required for later life.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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