

Inspection report for early years provision

Unique reference number	EY440290
Inspection date	16/07/2012
Inspector	Karen McWilliam
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 child aged 13 months in Manchester. The whole of the ground floor, the first floor bedroom and bathroom are used for childminding. There is an enclosed garden available for outdoor play. The childminder is able to take and collect children from the local schools and pre-schools. The family has a dog as a pet.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, of whom not more than two may be in the early years age range. There are currently three children attending in this age group. Children attend on a full and part-time basis. She also offers care to children over five to 11 years.

The childminder 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 have fun and make good progress through access to stimulating activities and skilful support and challenge. Planning supports children's learning and development most of the time. Good partnerships with others and meaningful relationships with parents ensure individual children's needs are appropriately met. Effective arrangements exist to ensure children's safety and encourage their involvement in the provision. Overall, evaluation identifies the strengths and weaknesses of the provision. The childminder shows drive and commitment and is confident about what she needs to do to secure and further sustain improvements.

What steps need to be taken to improve provision further?

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

- improve the use of observations and assessments to identify learning priorities for each child and link these to the educational programmes
- improve the information given to parents by ensuring that policies and procedures are reviewed and updated regularly

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a good understanding of safeguarding issues and she ensures records are kept of any injuries or concerns. The childminder has attended training to update her knowledge of keeping children safe, including first aid and all adults in the home

have been suitably vetted to further protect children. There are detailed risk assessments of all aspects of the provision this means that the environment is safe for the children to explore. Children are further protected because the childminder keeps good documentation including medication and daily checks. The smoke alarms within the setting are routinely tested and the childminder has a clear and effective escape plan in place which is regularly practised by the children.

The childminder has a good range of age-appropriate, well-maintained and suitable resources to support all areas of learning. These clearly contribute to the good progress children make. The effective use of low level storage ensures children can independently select activities. This means that children develop self-help skills and are active in their learning. The childminder makes good use of the local environment as a result children make good links with their community. For example, the children regularly visit the local playgroup to socialise and partake in activities which complement their experiences at the setting.

The childminder has established effective partnerships with parents and others. She obtains a wealth of information from parents regarding their children to ensure their needs are appropriately met and to ensure she provides continuity of care. Parents and the childminder complete daily diaries which document all aspects of the children's care and parents are also encouraged to contribute to the children's learning journeys. The childminder also ensures parents receive copies of all the setting's policies and procedures from the outset. As a result, parents are fully involved in their children's learning and their views are taken into account. Although, some policies require updating to reflect the setting's current procedures. The childminder works hard to establish relationships with others who also provide care for the minded children to provide continuity of care. She also networks with other childminders for support and to share good practice.

The childminder reflects upon and evaluates her practice. She is very aware of her strengths and areas for development and has highlighted further training as a priority. The childminder seeks the views of parents and children through verbal feedback and questionnaires then uses this well to further enhance experiences for children. For example, children commented on a questionnaire that they would like to build dens. The childminder facilitated this by providing the resources and support.

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

Children are happy and confident in the childminder's care. Good levels of continuous verbal interaction and emotional support ensure children thrive in the childminder's care. Children demonstrate they feel safe by snuggling into the childminder as she feeds them their bottle. Children are secure in the setting's routines and quickly settle to sleep when tired. A wide range of safety equipment, such as, stair gates and fire guards further ensures children's safety.

The childminder has a sufficient knowledge of the Early Years Foundation Stage.

She observes what children can do and documents next steps in their learning journals. Although, these are not always used consistently to inform the educational programmes. Mark making activities are continuously available both indoors and outdoors. Children have access to paints and crayons and have started to form recognisable letters. Babies enjoy making marks in food and cream. All of which contribute to children developing early writing skills. Children develop good communication and language skills because the childminder responds affectionately to babies. They babble and giggle in delight in response to her constant involvement with them. There are lots of resources available to further support their developing skills, such as books, a wide range of electronic toys and a laptop. The childminder ensures there are lots of opportunities for children to develop good problem solving skills. Children enjoy fitting construction pieces together and posting shapes. The childminder also ensures number games form part of children's daily play. For example, they count together as they read books. Children acquire a good knowledge of the world around them as they explore the local community, such as the local library and farm. A range of small world toys and role play equipment further contribute to their understanding.

Children's health is effectively promoted by the childminder. They play in a clean environment and readily wash their hands before meals and after outdoor play. Children also clean their teeth after each meal; this is because good hygiene practices are well-established. Children are offered healthy choices of fruit and independently make their own sandwiches. The childminder ensures they access the fresh air daily in the spacious garden. Trips to the park also encourage children to lead healthy lifestyles because they access a range of equipment to test and challenge their skills. As a result, they develop good physical skills. The childminder is a good role model, her calm nature and genuine warmth ensures children are settled and content in her care. She offers constant praise and encouragement which ensures children develop positive images of themselves. There are resources which reflect diversity to contribute to children valuing similarities and differences within the society in which they live. Overall, children are developing many valuable skills which help to set secure foundations for their future learning.

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

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