

Inspection report for early years provision

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Inspection date	12/07/2012
Inspector	Lianna Hodson
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 2012. She lives with her partner and three children aged between one and 15 years in the Swinton area of Manchester. The whole of the ground floor of the house is used for childminding, which includes a through lounge, dining room and kitchen; a first floor bathroom and front bedroom are also available. There is a small enclosed decked area at the rear of the house available for outdoor water and sand activities.

The childminder is registered to care for a maximum of four children under eight years at any one time, of which no more than one may be in the early years age range. She is also registered on the compulsory and voluntary parts of the Childcare Register to enable her to care for older children. 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 satisfactory.

The childminder ensures that priority is given to children's care, safety and individual learning at all times. Warm, caring and responsive relationships with children are well-established and they are very settled and confident in the environment. Children have opportunities to enjoy a range of activities, which successfully promote their all-round development, although resources to reflect equality and diversity are limited. The childminder is beginning to use self-evaluation to promote continuous improvement. She has successfully established purposeful partnerships with parents in a two-way dialogue that supports the children's individual needs and learning; however, she does not yet use planning and observations to promote children's next steps in learning. She understands how to keep children safe and actively promotes their well-being at all times.

What steps need to be taken to improve provision further?

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

- develop the observation, assessment and planning systems to ensure each child's next steps in their learning and development are identified and met and achievements link to the Early Years Foundation Stage stages of development
- extend the self-evaluation process to adopt rigorous reflective practice that takes into account the views of parents and children, clearly identifies strengths, weaknesses and highlights the steps to be taken towards further improvement
- enhance the range of resources and activities available to nurture children's understanding of equality and diversity.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder is well aware of the importance of this. She has attended safeguarding training and understands what to do should she have concerns about a child in her care. All members of the household over 16 have been appropriately vetted. Thorough risk assessments of the home are regularly reviewed and acted on and daily checks are completed meaning the environment is safe for children. All safety equipment is in place, for example, stair gates and locks on cupboards. The childminder has a current first aid certificate and keeps records of any medications administered to children or accidents that may occur and shares these with parents. Policies and procedures are clearly identified and kept in a file which is also shared with parents.

The childminder is beginning to evaluate her practice in order to improve outcomes for children and has appropriately identified some strengths and weaknesses. She is starting to put plans in place to address these with some actions already completed, such as providing a weekly newsletter to parents, meaning they are aware of their children's experiences at the setting.

Resources are effectively deployed and some are clearly labelled and accessible to children. Resources, however, to promote children's awareness of the diversity of society are somewhat limited. The childminder regularly attends groups, such as 'Rhyme Time' at the local library in response to the child's interest in singing and nursery rhymes.

Positive partnerships with parents are promoted with the childminder sharing a daily journal detailing the child's activities, eating and sleeping habits. She also sends home a weekly newsletter. Parents' views are sought through questionnaires and one parent reported back that they find the childminder 'helpful, approachable and accommodating'.

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

Children are relaxed and confident in the childminder's care and are making satisfactory progress in their learning and development. The childminder has sufficient knowledge of the Early Years Foundation Stage. However, she does not yet use observations effectively to identify next steps or to inform planning and record progress. Therefore, the systems currently in place are not yet robust enough to monitor and identify children's individual progress.

Children have access to all areas of the curriculum through activities provided indoors and out. Children make their own choices about what to play with and are encouraged to be active, inquisitive and independent learners, for example, when exploring a treasure basket with a range of textures and materials in. Children are well supported in their learning through effective modelling of skills and positive praise. For example, in sharing an interactive resource the children show interest

in the toy as the childminder models how to use the buttons and praises the children's attempts to try to do the same. The childminder plays at the child's level, ensuring she is on hand to give positive feedback. She gives warm and playful responses to the children's communications in response to a young baby's babbles, which encourages the baby to further attempt to communicate. Young children are encouraged to handle shaped building blocks to stack, with the childminder naming the shapes used. Creative development is promoted through exploring materials and craft activities, such as hand printing and painting.

Children are helped to feel very safe and secure in their surroundings through the childminder's good quality, positive and supportive interactions with them. Well-organised routines that follow the children's individual needs further support their feeling of safety and belonging.

Children are encouraged to adopt healthy lifestyles through partaking in regular visits out to the park and having healthy snacks and meals. Children are very content because they are well rested and their dietary and physical needs are met. The childminder works closely with parents to support children's healthy lifestyles, for example, giving advice on weaning and working with parents to ensure consistency of care between the setting and the home.

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

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children adopt healthy lifestyles	2
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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