

Inspection report for early years provision

Unique reference number	EY442277
Inspection date	07/08/2012
Inspector	Cathleen Howarth
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 registered in 2012. She lives with her husband, two adult children and two children aged 13 and 10 years in Farnworth, Bolton. There are five steps up to the front door. The whole of the ground floor is used for childminding, with bathroom facilities on the first floor. There is an enclosed back garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two cats, a dog and a rabbit.

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 six children under eight years at any one time, of whom no more than three may be in the early years age range. Currently there are three children attending in this age group. Children attend on a full and part-time basis.

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.

A distinct aspect of the childminder's practice is her well-considered approach in supporting children to make good progress towards the early learning goals in all areas. The childminder keeps parents well informed about their children's welfare and development. All the required documentation is in place to promote children's welfare at the setting. Inclusive practice is firmly embedded in all aspects of the provision and, as a result, children's individual needs are well met. There are some processes in place for self-evaluation and the childminder has good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- improve the systems for assessing what the setting offers against robust and challenging quality criteria, and prioritise aspects of the service to be developed, for example, by using the Ofsted self-evaluation form.

The effectiveness of leadership and management of the early years provision

The childminder's in-depth awareness of safeguarding issues is good. She fully understands her role in child protection, including the procedures to follow should a concern arise. Suitability checks on all adults in the household are completed and parents are able to view the written risk assessments, which are maintained in order to minimise potential hazards to children. The childminder is currently working towards a relevant level 3 qualification and she has enrolled on a

safeguarding course through the local authority. She keeps up to date with current childcare practice through regular visits to local children's centres. The childminder successfully transfers her knowledge and understanding of good childcare practice into positive outcomes for children. The deployment of resources, and the mainly open-plan layout of the setting, meets the needs of children well, and this includes good provision for children who need to sleep or wish to relax and play quietly.

The childminder rotates resources and she effectively supports children to make the most of what is available. As a result, outcomes for children with regard to their achievements are consistently good. They take part in relevant activities to reinforce their understanding of people's differences in the wider community through storytelling and picture books, playing with dolls, experimenting with sound and musical instruments, movement and dance, art, crafts and food tasting. Overall, there are effective systems in place that promote reflective practice, such as through discussions with staff at the local children's centres and through the childminding support group. The childminder is fully aware of the forthcoming revised Statutory Framework for the Early Years Foundation Stage and she intends to seek and obtain relevant training to keep up to date with these developments. She has obtained the Ofsted self-evaluation form, however, it is not yet complete to assess her provision more formally and further improve outcomes for children. Although most aspects of the provision to be developed have been identified, they have not yet been clearly prioritised.

The childminder liaises well with parents and they praise her for the consistently good service she provides. A parent said 'My daughter is very happy here. She settled in well and she looks forward to coming'. The childminder has good knowledge and understanding to provide for children with special educational needs and/or disabilities, and this includes working in partnership with parents and other agencies and services. She has effective links with other Early Years Foundation Stage providers, such as nursery, to promote a cohesive approach to delivering the framework.

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She promotes children's learning and development well through an emerging system that shows children's individual progress is good in relation to their starting points, capabilities and interests. The childminder collates pictorial examples of what children have achieved and links these to the six areas of learning. She effectively tracks children's progress towards the early learning goals. Children show a strong sense of security at the setting as trusting relationships have been developed. The very young demonstrate this when they spontaneously go to the childminder for hugs and cuddles, and they soon settle to sleep. All children are treated with equal concern and they are clearly valued. They explore their environment and confidently use resources like different coloured play dough to make pizzas, cakes and heart-shaped badges. The childminder consistently helps children to take the next step when she encourages them to independently use the accessories like the scissors, cutters and rollers.

Children are encouraged to eat healthily and they enjoy home cooking, such as cottage pie. They choose fresh fruit from the bowl in the kitchen, and bananas are a firm favourite. There are effective hand and face washing routines in addition to good nappy changing procedures to minimise the risk of cross-infection. Children are active and they are enjoying the benefits of physical activity like playing outside in the back garden. They have great fun playing on the swings and slides and bouncing up and down on the giant trampoline. Small muscle skills are effectively developed when they mix paints to make hand prints and when they use one-handed tools, like paintbrushes and chunky crayons, to make marks.

All children are fully included and involved. They are engrossed in their play and clearly enjoy their time at the setting. Children's progress is good in relation to communicating, literacy and numeracy, and information and communication technology. They are beginning to learn about cause and effect, for example, through phonic activity centres, learning how to lift flaps, turn knobs and press buttons. In age-appropriate ways they confidently use a laptop and a tablet computer to reinforce shapes, colours, numbers, the alphabet, words and sounds. Collaborative skills and problem solving are clearly developed when children share resources that connect and when they play in the sand and water, effectively learning how to fill and empty containers and learning how to pour water without spilling. All their senses are effectively developed when they use touchy feely books and by smelling and tasting different food. Effective measures like these provide firm foundations for children to 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?	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----