

Inspection report for early years provision

Unique reference number	EY439643
Inspection date	16/08/2012
Inspector	Joanne Ryan

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 husband and one child aged two years in the Chorlton area of Manchester. The whole of the ground floor is used for childminding. This includes the lounge and the kitchen/dining area. Children have access to the front garden for outdoor play.

A maximum of five children under eight years may attend the setting. Of these, no more than two may be within the early years age range. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting supports children with special educational needs and who speak English as an additional language. She receives support from Manchester Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are securely settled in the childminder's care, where their welfare, learning and development needs are well met. Partnerships with parents are good and provide consistency for each child. There are very effective systems for working in partnership with others. There are good resources effectively covering most areas of learning, and risks assessments regarding activities are generally good. The childminder is committed to updating her professional knowledge and making improvements to her service, using her developing systems for self-evaluation. This is an inclusive setting, where the childminder identifies and provides for children's individual needs and interests.

What steps need to be taken to improve provision further?

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

- further extend the opportunities available for children to develop their skills in using information communication technology
- extend the risk assessments to show that while children are taking risks in their play they are still safe.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of her role in safeguarding children's well-being. She has clear procedures for reporting any child protection concerns to the appropriate agencies. A written policy is shared with parents to ensure that they are aware of the procedure. The childminder has written risk assessments in place to cover each area of the home and outings. The childminder is keen for children to take risks and have as much independence as possible; the risks associated with all the activities are not yet reflected in the risk assessments to

demonstrate the balance between risk and safety. The childminder understands well the need to raise children's awareness of diversity. A good selection of resources and activities are provided which help children to develop an age appropriate understanding of the different aspects of diversity. The childminder cares for bilingual children and the procedures to support them within both languages are very good. The childminder has a valid first aid certificate and therefore is able to respond to children's accidents and illnesses appropriately.

Parents are informed of the policies and procedures in use and are kept very well informed about their children's learning and development and general events of the day. This is achieved through the efficient use of regular verbal feedback and parents' access to their children's records which include periodic written reviews regarding their children's learning. Parents keep the childminder informed of pertinent information that may impact upon the continued care of their children. They frequently contribute verbal feedback regarding their children's learning and progress to help inform planning. The childminder ensures that parents are kept well up to date regarding their children's interests. This enables parents to work in harmony with the childminder to support their children's learning.

Good links have been established with others delivering the Early Years Foundation Stage to support children's continuity of learning. For example, the childminder works very effectively with teachers at the local forest school nursery and playgroup. She has shared systems for planning and assessment to ensure a continuous approach. The childminder is fully aware of her strengths and weaknesses and is committed to finding ways of developing her practice. She is pro-active in seeking out training to further enhance her practice. She also gains parents' and children's views through observations and conversations, which helps her to evaluate what she does well and what may need improving.

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

The childminder regularly observes the children in her care, evaluates their learning, records their progress and plans meaningful activities to help them further their learning. Consequently children are making good progress towards the early learning goals in all six areas of learning. The childminder has a good understanding of children's learning and development needs. The children take part in a good mix of planned activities, outings and child-initiated play, so that their all-round development and learning is fostered well. The childminder enhances the children's play by following the children's own particular interests. For example, the children show an interest in cafes while out on a walk and the childminder creates a cafe role play area in her home to allow them to explore their ideas which helps them further their individual learning and development.

Children demonstrate a clear sense of belonging and have built up strong attachments and loving relationships with the childminder as the key person who looks after them; for example they spontaneously put their arms around her and receive warm, natural cuddles. Children test out the boundaries at times, such as throwing rice and water beads, but due to the consistent messages and reminders

from the childminder children learn to understand and conform to acceptable restrictions. A healthy lifestyle is promoted for children as they receive healthy and nutritious snacks and meals prepared by the childminder. They are able to choose the snack they want and confidently peel and prepare their own fruit, demonstrating their independence. The children also engage in physical activity and access fresh air daily in the front garden, park or at local play groups. The childminder encourages good hygiene practices at meals, toileting and all other times and children are familiar and secure in these routines. For example, they sing a song while washing their hands and hang up their own hand towels after they have finished.

Children have a lot of opportunities to learn about the world around them through the many visits and expeditions to local places of interest such as the local water park where they look at snails and splash in puddles. The childminder provides children with opportunities to develop their information communication technology skills through the use of a calculator and old mobile phones. However, this is still in the early stages and an area that the childminder intends to extend further. Children develop their problem solving, reasoning and numeracy skills through playing with magnetic tiles, for example the childminder gives them three sides of a cube and they work out how to build the rest of the cube and investigate which objects will fit within the cube and which are too big. Children develop their communication, language and literacy skills as they enjoy listening to a story and turning the pages.

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