

Inspection report for early years provision

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Inspection date	29/08/2012
Inspector	Marina Anna 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 was registered in 2011. She lives with her husband and child aged 31 months in the Tyldesley area of Manchester, close to shops, parks, schools and public transport links. The whole of the ground floor and first floor bathroom of the property is used for childminding. There is an enclosed rear garden for outdoor play. The childminder is able to take and collect children from local schools and pre-schools. The family have a pet dog.

The childminder is registered to care for five children at any one time. She currently has two children in the early years age range on roll. She also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 are cared for in a safe and stimulating environment where they are respected and valued as individuals. The childminder plans activities around the children's personal interests resulting in them being confident and displaying a strong sense of belonging and enjoying their time at the setting. The childminder's in-depth knowledge of each child's needs and how children learn and develop enables her to effectively promote children's welfare and learning. This ensures that children make good progress in all areas of their development. Overall, partnerships with parents and other organisations successfully provide stability and continuity for each individual child ensuring their needs are very well met. The childminder is committed to bring about sustainable improvements and she implements effective methods to evaluate her provision.

What steps need to be taken to improve provision further?

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

- introduce systems that enable parents to contribute to their children's learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a thorough knowledge of safeguarding procedures. She has attended relevant training and all household members are suitably vetted. She understands her responsibility to protect the welfare of children and is aware who to contact in event of a concern. She has effective systems in place to monitor and record any action taken. She has comprehensive written policies and all of the required documentation in place, which clearly underpins her very good practice

and successfully promotes children's care and welfare. Comprehensive risk assessments are in place and managed well, as the childminder carefully assesses potential risks and takes effective steps to prevent accidents while allowing children freedom to discover and learn safely. For example, conducting emergency evacuation procedures every month, which helps to develop their awareness of safety within the home.

The childminder is committed to her professional development and has attended a variety of training. An effective system of self-evaluation enables her to identify her key strengths and prioritise areas for improvement, such as, establishing links with local schools to enable her to support the transition process. The childminder organises her home effectively to ensure that children are able to select activities and equipment and pursue their own interests and promote their independence. They have access to a wide range of good quality resources which are organised well and displayed attractively.

Overall, partnerships with parents and other providers are effective in ensuring that information is shared and children's learning and development is planned for well. Both written and verbal communication is used on a daily basis to ensure that parents are kept fully informed with regard to their child's day. Robust record keeping enables the childminder to monitor children's progress, such as, detailed observations, which are discussed with parents. However, there are currently no opportunities to enable parents to contribute their views in their children's learning journals to share progress at home. The childminder has established links within the community. She takes children to the local children's centre, enabling them to participate in a variety of activities. She also meets regularly with other childminder's for additional support and to share good practice. Currently no children attend other early years provisions, however, the childminder has considered how she will build future partnerships to ensure continuity of care and learning.

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

Children thrive in a warm, welcoming and homely environment which is organised well to enable them to make choices and develop their independence. Young infants develop a strong sense of belonging through close and caring contact with the childminder, who spends quality time with them and gets to know them well. During the induction period, detailed information is obtained from the parents about each child enabling the childminder to be aware of familiar routines, likes and dislikes and implement individualised care plans. Children enjoy looking through their individual learning journals and pointing to photographs of their family members, identifying each one in turn. They actively seek cuddles and reassurance from the childminder and clearly enjoy her company. The childminder supports children very well in their learning and development. She effectively uses information gained from parents during the induction process along with her own detailed observations, to help her to identify children's starting points. Observations are conducted on a weekly basis, and the information obtained is used to help the childminder identify children's interests and provide activities

accordingly. The childminder then identifies their next steps in learning which is incorporated into her planning. As a result, children make good progress across all areas of development and current systems ensure this is monitored effectively.

There is good balance of child-initiated and adult-led activities that promotes children's interest and further develops their thinking and learning. The childminder extends their play experiences by introducing additional resources. For example, by introducing a tea set which children eagerly use to organise a tea party for the dolls. Children discover that print has meaning as they snuggle up to the childminder listening to their favourite stories. They point to the illustrations and enthusiastically answer questions posed by the childminder. They select books of their choice which they study with interest and enjoy engaging in a variety of mark making activities. Children gain a good understanding of the natural world through regular opportunities to play outdoors. They visit the park where they feed the ducks and they enjoy bug hunting. They learn about the environment as the childminder talks to them about the weather and they play outside in different weather conditions. Children enjoy various opportunities to participate in creative play. They paint pictures with their hands and various utensils. They enjoy listening to music and participate in action rhymes. They learn to recognise different shapes through the use of shape sorters and everyday items and the childminder introduces counting as part of daily activities, developing their concept of numbers.

The childminder is skilled in helping children to recognise and take into account others' differing needs and backgrounds. Children are routinely offered choices to give them experiences that develop and broaden their understanding of the wider world. They have access to a range of resources that promotes diversity and they are helped to feel comfortable in a nurturing environment. They visit other settings in the area, enabling them to socialize with other children and become familiar with their local community. Activities are specially planned and adapted to children's individual needs and interests ensuring that all children are included and feel valued. They learn to take turns and share toys and resources. Young infants behave very well and respond positively to the childminder who is very calm in her manner. She offers simple explanations and gently introduces boundaries and expectations, such as encouraging them to tidy away toys when they have finished playing. As a result, children are calm and cooperative, and enjoy receiving praise and recognition for their efforts.

The childminder has effective systems in place to develop children's understanding of a healthy lifestyle. They engage in a variety of activities which develop their physical skills, such as climbing on apparatus. They learn about spatial awareness by crawling through tunnels and playing in dens. They develop their hand and eye coordination as they play with dough using a variety of tools and their hands to mould different shapes. Each child has their own towel which they identify by colour reducing the risk of cross infection. They are encouraged to wash their hands after visiting the toilet and before handling food, developing their understanding and familiarity of personal hygiene practices. The childminder provides a variety of nutritious, healthy meals and snacks. She takes children to the local supermarket where they select items of their choice and engage in a

variety of baking activities, such as making cookies and preparing their own sandwiches.

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	3
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