

Inspection report for early years provision

Unique reference number	504932
Inspection date	05/10/2011
Inspector	Barbara Wearing

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 1996. She lives with her husband and adult son in the Lees area of Oldham, close to shops, park and schools. The whole of the downstairs of the childminder's home and the bathroom upstairs is used for childminding. There is a secure rear garden for outdoor play.

The childminder is registered 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. She is currently caring for nine children, four of whom are in the early years age group. The majority of children attend various days. Provision for children over five is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and attends a toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and secure within the childminder's home and quickly develop warm and trusting relationships with her and each other. The childminder has a good understanding of the children. She offers them a wide range of experiences and supports them well and therefore, they make good progress in all areas of their learning. The childminder demonstrates a commitment to continue to develop her childminding skills, attending training and seeking feedback from parents.

What steps need to be taken to improve provision further?

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

- enhance children's individual development records and planning systems by including next steps for children's development and outlining how they will be supported in reaching these
- develop further links with other early years settings that children attend to enhance their progression and continuity of care.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. The childminder attends regular training to maintain her understanding of the Local Safeguarding Children Board's child protection procedures. She has a clear knowledge of when and who to refer concerns to regarding possible abuse. Secure recording systems and policies further promote

children's safety and welfare. Comprehensive risk assessments are carried out for all areas of the home used for childminding and for various trips and outings. Therefore, the risk of accidental injury is minimised.

The childminder's self-evaluation accurately shows how she has implemented all aspects of the Early Years Foundation Stage. She has worked particularly hard to develop learning journeys that provide a personal record of each child's progress. These have been very well received by parents, who enjoy reading them on a regular basis. Receipt of a local authority grant has enabled her to increase her resources for outdoor play. These have enhanced opportunities for children to develop in all areas of learning in an outdoor environment.

Close relationships are forged with parents and completed questionnaires demonstrate how highly they regard the childminder. They would highly recommend her to others. They value the range of activities their children engage in and how attentive she is to their children's needs. Parents receive information regarding the childminder's policies and procedures and their children's day and progress. For example, through discussions and daily diaries. The childminder has some links with other settings that children attend. She receives information about topics that other settings are covering through newsletters or discussions with the children. This allows her to enhance their learning by providing related activities or resources. For example, when they are learning about various festivals and cultures or for the current theme of Autumn. Information regarding children's progress at other early years settings is generally passed to the childminder via the parents.

The childminder's home is warm and inviting and children demonstrate a strong sense of belonging. They proudly show their art work that is displayed on the walls and look at photographs, naming children who attend before and after school or nursery. Children freely choose from the suitable range of toys and resources that are available to them. These reflect their interests, portray positive images of our diverse society and cover the different learning areas. There is a good selection of creative art materials that children particularly enjoy using. The childminder rotates toys on a regular basis.

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

Children's progress is tracked from the time they start settling with the childminder. The learning journeys show monthly summaries of children's achievements that the childminder has observed. They also include photographs and special events for children, such as their Christenings. Weekly plans show the good range of activities and experiences that the children engage in. The childminder is able to describe next steps for children's development and how she will support them in meeting these. However, this is not routinely included in the learning journeys or planning.

Children are very confident and secure with the childminder and develop a sense

of their own and other's rights. The childminder is a positive role model, as she treats each child with care and respect, giving them lots of affection and praise. Children and babies take delight in each other's company. Older children take pleasure in helping the childminder caring for babies. They find them toys to play with while waiting for their lunch and talk to them. Babies eagerly watch and squeal with delight at their attentions. The childminder works closely with parents and uses appropriate strategies to support children's behaviour. She recognises possible reasons for unwanted behaviour, such as changes to routine and stages of development.

The childminder supports children well in their play, promoting all areas of learning. Children develop very good communication skills. They eagerly talk to the childminder throughout the day, asking and answering questions and recalling past events. They are beginning to show an interest in letters. The childminder supports this by playing 'I spy' and looking at alphabet books with children, encouraging them to link sounds to letters. Children are developing a love of books and ask about writing on labels and objects, such as the high chair and baby's socks. The childminder observes that babies are skilled at placing objects inside things and provides a range of toys to allow them to practise these problem solving skills. Children count during everyday activities, such as when going up and down stairs and learn to recognise numerals on the calendar and weather chart.

Physical skills and a knowledge and understanding of the world is promoted, as children spend time outdoors on a daily basis. They enjoy collecting leaves on nature walks, feeding and observing birds in the garden and going to local country parks. They develop good fine muscle skills and creative skills, as they make collages using scissors and make and use play dough. They develop great imaginations. Older children create their own music bands, write and perform plays and make their own props. Younger children busily play in the toy kitchen. They talk to the childminder, naming a wide range of foods. Children demonstrate a good understanding of healthy routines and good personal hygiene. They wash and dry their hands before meals and after using the toilet and point out to the childminder when they think a baby is dribbling. Children explain that they have to be careful when helping the childminder with the highchair as they might trap their fingers and remind the inspector to be careful not to slip on a child's bag. This shows their good understanding of potential hazards and that they are developing skills to keep themselves safe.

Overall, the children are confident, happy and are developing a good range of skills and knowledge for their future.

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	3
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