

Inspection report for early years provision

Unique reference number	EY432868
Inspection date	01/05/2012
Inspector	Karen McWilliam

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 was registered in 2011. She lives with her husband in Chorlton-cum-Hardy in Manchester, close to shops, parks and local schools. The whole of the ground floor is used for childminding, except the study.

The childminder is registered to care for a maximum of six children under eight years at any one time, and of these, no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged five and over. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local schools and attends several toddler groups regularly. She has a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has successfully created a warm and welcoming environment where children's individual needs are routinely met. She has a sufficient understanding of the Early Years Foundation Stage, therefore, children make good progress in their learning. A meaningful partnership with parents ensures an inclusive environment that values each child's unique qualities. Overall, records and systems ensure children are protected and make good progress over time. The childminder evaluates her practice, therefore, the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- develop further the assessment arrangements to track children's progress over time
- improve the use of observations and assessments to identify learning priorities for each child and link these to the educational programmes.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a good understanding of safeguarding issues and she ensures all contact numbers are to hand, should there be a concern about any child in her care. All adults in the home have been suitably vetted to further protect children. There are detailed risk assessments of all aspects of her provision this means that the environment is safe for the children to explore. Children are further protected because the childminder keeps good documentation, including, accident and attendance records. She attends training to update her knowledge of keeping children safe, including first aid. She also ensures smoke alarms are routinely tested and has a clear and

effective escape plan in place in case of a fire, which is practised regularly by the children.

The available resources are used well to achieve the planned goals in learning and development and outcomes for children are clearly attributable to this. The effective use of child-height storage encourages children's self-help and investigative skills and ensures that all children are able to contribute to the daily planning. Completed 'all about me' booklets and daily journals ensure the childminder has a good knowledge of each child's background and needs and effective partnerships with parents ensure these are appropriately met. She has established good partnerships with others which further contribute to ensuring good quality outcomes for children. For example, the childminder, practitioner and parents contribute to a note book to promote continuity of learning for children who attend other early years settings, and she regularly works alongside another childminder, which further enhances children's experiences.

The childminder reflects upon and evaluates her practice. She is aware of her strengths and areas for development and has highlighted further training as a priority. To further improve the quality of the provision for children, the childminder has identified improvements to the outdoor space. The childminder seeks the views of parents through questionnaires and verbal feedback and uses this well to further enhance experiences for children.

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

Children are happy and confident in this welcoming and spacious family home. High levels of continuous verbal interaction and emotional support ensure children thrive in the childminder's care. Children demonstrate they feel safe by snuggling into the childminder when they are upset and in need of reassurance. Regular discussions around road safety and a range of safety equipment, such as, radiator covers further contribute to children staying safe. Children are secure in the settings routines and settle quickly to sleep when they are tired.

Children's good health is effectively promoted by the childminder because she offers them healthy choices of fruit and well-balanced meals. They readily wash their hands before snack because appropriate hand washing routines are well established. Children are able to go out in the fresh air daily and regular walks to the local park contribute to children developing healthy habits. Children develop good physical skills because they make use of a variety of resources to test and challenge their skills. For example, babies explore wooden spoons to strengthen their grasp.

Children are making good progress towards the early learning goals. The childminder observes what they can do and documents this in their individual 'learning journals'. However, she does not consistently use these observations to inform the educational programmes or track the progress children make over time. Therefore, the children's learning priorities are not always clear. She has identified this as an area for further development. Mark making resources are always

available for the children, children draw pictures which are proudly displayed in the setting and babies make marks in corn flour. All of which promote early writing skills. There is a good range of equipment to promote problem-solving skills, such as jigsaws, board games and peg boards. The childminder counts with the children and they fit construction pieces together to make cars. The childminder constantly sings, reads and interacts with the children, which ensures they develop good communication skills. Regular visits to the library and rhyme time sessions further contribute to their learning.

Children's knowledge and understanding of the world is well promoted by the childminder through activities, such as, dressing up and baking, and resources such as, small world and treasure baskets. Children learn to develop positive attitudes towards themselves and others because the childminder ensures that there is a wide range of resources available to children that positively reflect diversity. For example, there are jigsaws and musical instruments. The children also celebrate a range of festivals and experience foods from around the world. The childminder is a good role-model and has systems in place to promote good behaviour. As a result, children are well-behaved and play nicely with their friends.

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