

Inspection report for early years provision

Unique reference number	312103
Inspection date	28/02/2011
Inspector	Cathryn Parry

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 daughter in the residential area of Mossley in Tameside. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. The childminder cares for children on weekdays from 7.30am to 6pm for 50 weeks of the year.

The childminder is registered to care for a maximum of four 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 minding two children in this age group. The childminder also offers care to children aged over five years and is currently minding one child in this age group. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into clean and well-kept premises where they have sufficient space to play. The childminder has an appropriate attitude to ensuring all children are included in her setting. She gives children suitable chances to make progress in their learning and development by providing a variety of experiences. Systems for planning activities and observing children are being developed, as are links with other practitioners where children access care and education in more than one setting. Most documentation is in place. The childminder links with other childminders to ensure continuous improvement is adequately maintained.

What steps need to be taken to improve provision further?

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

- improve systems for planning activities and observing children, including matching observations to the expectations of the early learning goals
- improve systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder's current safeguarding knowledge of signs and symptoms is satisfactory. Consequently, children are appropriately protected. Children's safety is

enhanced with regular visual risk assessments. However, these are not recorded for outings, which has a slightly negative impact on their effectiveness. Children benefit from the knowledge gained by the childminder attending several training courses. The resources are suitably organised at the children's height, which appropriately encourages free choice and independence.

Information is shared regularly with parents through discussions at arrival and collection times to promote continuity of care. The childminder has a reasonable understanding of the benefits of working with other professionals to enable children to meet their full potential. Strong links have not been developed with other practitioners where children receive care and education in more than one setting. This has a negative impact on promoting continuity and cohesion.

The childminder adequately evaluates the service she provides. She gains verbal feedback from parents to give her a broader view of the service she provides. The childminder recognises her main strengths as being her experience in caring for children and the friendly relationships she has developed with parents. She also realises that documentation is an area for improvement. Consequently, she is able to gain support to further develop this part of her provision. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on reducing the chance of accidents occurring and promoting children's well-being.

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

The childminder has attended training on the Early Years Foundation Stage and implements it satisfactorily. Each of the areas of learning is appropriately resourced. Children are settled and enjoy participating in the experiences provided. The childminder's good understanding of their individual personalities promotes appropriate behaviour management. Children are happy and secure as a result of the childminder's praise and support. Her appropriate approach to equality and diversity contributes to children's awareness of the wider community. Children have a growing understanding of the natural world through a variety of planned and spontaneous activities. Examples of this are where they grow carrots and strawberries, and feed the ducks in the park. Children's communication skills are fostered in a variety of ways, including visiting the library to enjoy songs and rhymes. They gain confidence when using numbers in their everyday play. Children use their imaginations as they play with the farm animals and pretend there is a lion in the garden. They develop their skills for the future as they access interactive resources.

The childminder carries out visual observations and plans activities taking into account children's likes and capabilities. However, systems for linking these observations to the expectations of the early learning goals are not developed. This has a negative impact on the childminder monitoring children's achievements to inform future plans.

Children are appropriately safeguarded, as the childminder keeps her front and

back doors locked. This is supplemented with suitable procedures for adults collecting children. Children's knowledge about personal safety is encouraged by gentle reminders from the childminder to pick up the toys so they do not trip and discussion around road safety. This positively contributes to children developing a sense of danger and how to keep themselves safe. Children enjoy physical play, especially in the summer. They have a variety of outdoor toys and resources to use in the rear garden. These are complemented with trips to the park where they access large climbing equipment. The childminder manages a good balance of meeting parental wishes and encouraging healthy food options such as fresh fruit and homemade meals. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example, they know they must wash their hands before eating. Children do not attend if they are sick, which enables the childminder to protect others from illness. Records are kept in respect of accidents and medication and these are shared with parents. This promotes children's welfare appropriately.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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