

Inspection report for early years provision

Unique reference number	312004
Inspection date	23/03/2011
Inspector	Helen Blackburn

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 1987. She lives with her husband and adult son in the Fairfield area of Manchester. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and she can care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in this age range.

The childminder takes and collects children from local schools and she occasionally goes to local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has good relationships with the children and parents. The children are happy and they approach their play with enthusiasm. The childminder supports the children in becoming independent learners, who behave well and develop a positive attitude towards diversity and difference. Overall, the childminder maintains most documentation, policies and procedures to support the safe management of the setting and children's learning. The childminder's commitment to promoting improvement is good and in the main, her self-evaluation processes support her in developing her service.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve documentation so that the record of risk assessments clearly states when it was carried out, by whom, date of review and any action taken following a review and ensure parental consent includes permission for seeking emergency medical treatment and advice (Documentation). 13/04/2011

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

- continue to develop self-evaluation processes to ensure all aspects of the service and practice are effectively monitored

- improve how observations are matched to the expectations of the early learning goals to help identify and plan for children's individual learning priorities.

The effectiveness of leadership and management of the early years provision

There are good arrangements in place to ensure the childminder safeguards and promotes children's welfare and well-being. The childminder has a good understanding of her roles and responsibilities in protecting children from harm. This is because she attends safeguarding training and she has access to detailed information regarding the Local Safeguarding Children Board guidance and procedures. Therefore, she is aware of possible signs of abuse and neglect and she knows how to report and monitor any concerns. The childminder supervises all visitors to the home and she understands the importance that all adults living on the premises need to complete appropriate checks. This contributes to keeping children safe and protected from harm. Overall, the childminder maintains and implements a good range of documentation, policies and procedures. These contribute to promoting the safe and efficient management of the setting. However, some documentation is missing information. For example, parental consents omit permission to seek advice and the risk assessment record does not include all mandatory data, such as a date of review. These are breaches of specific legal requirements. Irrespective of this missing data, the childminder provides a safe and clean learning environment for children to play. She manages this through adopting good cleaning routines and by carrying out regular risk assessments and safety checks of her home and outings. These risk assessments contribute to the childminder putting in place good safety precautions to minimise accidents. The childminder utilises her time well so that she meets children's needs. For example, she builds into her day their individual routines, such as sleep patterns. This promotes continuity for children. In addition, the deployment of resources is good. The childminder organises toys so that children can make safe and independent choices in their play.

The childminder's commitment to developing her practice and service is good. For example, she regularly shares good practice ideas with other professionals, she attends training to extend her skills and knowledge and she makes use of the internet to research new ideas. This contributes to her exploring different ways to bring about improvement. The childminder understands the benefits of self-evaluation and she regularly reflects on her day and service. However, her self-evaluation processes are still evolving; therefore, they do not support the childminder in evaluating all aspects of her service. The childminder welcomes any feedback from parents and children when considering ways she can improve her service. This contributes to self-evaluation being an inclusive process.

The childminder has good relationships with the parents. Through effective communication they share and exchange relevant information. This contributes to the childminder knowing the children well and means she effectively meets their individual needs. Through regular discussions, sharing procedures and providing parents with some written policies, the childminder ensures parents receive good

quality information about the service and children's care. The childminder shares children's observations, achievements and progress with parents, which means they are actively involved in their child's learning. The childminder understands the importance of working with any other settings children may attend, other professionals or external agencies. This contributes to promoting continuity in children's learning and ensures children receive the best learning opportunities if they need additional support or help.

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

The childminder has good systems in place for managing illness, infection and hygiene. For example, through everyday routines, such as hand washing she helps the children to develop a good understanding of why they need to follow effective hygiene procedures. In addition, through effective cleaning routines and good food preparation activities, she minimises the risk of cross-infection. The childminder encourages children to eat a healthy and nutritious diet. For example, she provides a selection of fresh fruit and home-cooked meals so that children learn the benefits of making healthy choices. The children have good opportunities to be active and to access fresh air. This supports children's physical development and encourages them to lead a healthy lifestyle. For example, children go on walks, they play in the garden and they enjoy activities, such as throwing and kicking balls. Through activities, such as posting shapes into boxes and building and constructing with bricks, children are developing their coordination and dexterity skills well.

The childminder has good relationships with the children. These relationships, alongside established routines and continuity ensure children feel safe, happy and secure in the childminder's care. Through activities and discussions, the children are developing a good understanding of how to keep themselves safe. For example, the childminder reminds young children how to climb down safely from chairs and she involves them in fire evacuation practices. The children's behaviour is good. Through play, good role models, consistent boundaries and gentle reminders when needed, the children learn about right, wrong, good manners, sharing and taking turns. This contributes to the children developing positive and cooperative relationships with their peers. In addition, the childminder makes good use of praise to celebrate children's achievements, which means they have good self-esteem and confidence. The childminder provides an environment that helps children to develop a good understanding of diversity and difference. For example, she ensures children have the opportunity to play with resources that provide positive images of the world in which children live, such as dressing up outfits and books. In addition, she involves children in discussions and activities that help them to learn about different festivals and traditions.

The childminder has a good understanding of how young children learn; therefore, she provides a good range of activities that support children in making good progress in their learning. For example, through her observations she is fully aware of children's abilities and what she needs to do to challenge their learning. However, her approach to matching children's observations to the expectations of the early learning goals is still evolving. The children approach their play with

eagerness, enthusiasm and curiosity. For example, they use their imagination when playing with the food and pans, they eagerly look at books and they show interest and curiosity when watching the clown pop out of the box. In addition, the childminder takes children on outings to various places of interest, such as farms, science museums and the library. These opportunities extend children's experiences.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met