

Inspection report for early years provision

Unique reference number	316061
Inspection date	14/06/2012
Inspector	Cathleen 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 registered in 1995. She lives with her husband, two adult children and one child aged 14 in Milnrow, Rochdale. There are three steep steps down to the front door from the footpath, with ramped access at the side of the house. The whole of the ground floor is used for childminding and there is a fully enclosed back garden for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two dogs and two guinea pigs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register 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. There is one child on roll in this age group. The childminder has a relevant level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A distinct feature of the childminder's practice is her patient and caring nature. She keeps parents well informed about their children's welfare, learning and development. Inclusive practice is firmly embedded in all aspects of the provision and, as a result, children's individual needs are well met. Children are making good progress towards the early learning goals, and their assessments are available for parents to view. There are some self-evaluation systems in place and the childminder has good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further systems for self-evaluation, for example by using the Ofsted self-evaluation form to assess what the setting offers against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

The childminder's in-depth awareness of safeguarding issues is good. She fully understands her role in child protection, including the procedures to follow should a concern arise. Detailed risk assessments are well maintained in order to minimise potential hazards to children. Since the last inspection, the childminder's training portfolio has been updated in the children's best interests, such as training to promote speech and language in early years childcare and education. The recommendation raised at the last inspection has been fully implemented to enhance outcomes for children.

The childminder places the promotion of equality of opportunity at the heart of all her work. She has a secure knowledge of each child's background and needs and she knows how to narrow any achievement gaps. To further enhance the provision the childminder provides a wide range of activities to positively promote diversity and inclusion, such as celebrating different religious festivals and the Queen's Jubilee. As a result, outcomes for children with regard to their welfare and achievement are good.

The effective deployment of resources, in addition to the physical layout of the setting, meets the needs of children well and clearly enhances their experience at the setting. For example, children dress according to the weather in order to play outside. The back garden is well resourced and children take part in digging and planting activities. There are some systems in place that demonstrate reflective practice, although systems to fully embrace self-evaluation and use this information to improve outcomes for children are not yet fully embedded. The childminder liaises well with other childminders and staff at the local children's centre. She understands the need to update her knowledge and understanding of the forthcoming changes to the Early Years Foundation Stage Framework. The childminder is aware of the Ofsted's on-line self-evaluation form to assist with this process, although this has not yet been completed.

There are meaningful levels of engagement at the setting. Relationships with parents are good. They are routinely involved in decision making on key matters affecting their children through well-established procedures. Parents send thank cards and praise the childminder for the consistently good service she provides. The childminder demonstrates a high level of awareness to provide for children with special educational needs and/or disabilities, and this includes working with other professionals and support agencies, such as the local authority. She has good links with other Early Years Foundation Stage providers, such as teachers at school, to promote a cohesive approach to delivering the framework.

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

Children show a strong sense of security and feel safe within the setting. They show this through their attachment to the childminder and when they go to her for hugs and cuddles. Children are relaxed, confident and happy in their play. They are familiar with daily routines and quickly settle when it is time to go to sleep. There are good opportunities for children to engage in a wide range of physical activities, both inside and outside. They play on the push-along equipment in the back garden. They effectively develop fine motor skills by gripping chunky crayons and by making marks, such as hand prints, with the paints. They use recycled items, like egg boxes, empty cereal packets and yoghurt pots, for model making and face masks.

Healthy eating is positively promoted and children are encouraged to eat a variety of nutritious food and drink. They have easy access to drinking water at all times. Good hygiene practices are continuously reinforced and older children know to

wash their hands after using the toilet and before they eat their meals to prevent germs from spreading. Children learn about personal safety in age-appropriate ways, such as learning why it is important to fasten safety harnesses in the buggy and on car safety seats. They regularly practise the emergency evacuation plan to learn how to evacuate the house quickly should the need arise.

Children are highly valued and are fully included and involved. They have easy access to a broad range of quality toys, materials and books which positively promote diversity in the wider community, such as gender, disability, ethnicity and culture. Relevant examples of activities that promote this include food tasting, model making and learning about Chinese New Year and the year of the dragon. Children are learning about different habitats and they look for insects in the garden.

Children's progress in the six areas of learning is good, including the use of technology, such as phonic activity centres. They learn about cause and effect when they twist and turn knobs, lift flaps and press buttons. The childminder sits on the floor with the children to encourage them to use what they know and to learn more. Resources are easily accessible and rotated to provide variety and challenge. Children are engrossed in their play and use their imagination fully when they explore and examine natural resources in the treasure basket, such as wooden spoons, sponges and different types of materials to compare textures. A child's favourite activity is learning to build towers with the wooden bricks to knock over and start again. Effective measures like these provide firm foundations for children to develop knowledge and skills that are required for later life.

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