

Inspection report for early years provision

Unique reference number	307244
Inspection date	12/01/2009
Inspector	Jannet Mary Richards
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder has been registered since June 2000. She lives with her husband and three children in the Clifton area of Swinton. Their home is within walking distance of shops and local schools. Most of the ground floor of the house is used for childminding purposes. The small bedroom upstairs is registered as the childminder may offer overnight care for one child. There is an enclosed garden for outdoor play. The family has a pet dog.

The childminder is registered to provide care for up to five children under eight years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children in the early years age group.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children's welfare is promoted well by the childminder who has good systems in place to ensure that they are safe, happy and healthy. In addition the children make sound progress in their learning and development as the childminder supports them appropriately as they play and during daily routines. She has recently introduced written systems to observe and assess their progress. These are still developing, however, and are not yet fully effective. The childminder works well in partnership with parents and carers to ensure that children settle well and are treated and valued as unique individuals. She has recently begun to evaluate her childminding service and make plans for future development for the benefit of the children. She identifies areas to develop her childcare knowledge, for example, and attends training courses to develop her understanding.

What steps need to be taken to improve provision further?

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

- develop the systems for observing and assessing children's progress, ensuring that the next steps in their progress are planned for in line with the areas of learning and development
- ensure that toys and resources are more accessible to the children to encourage independent play and increase the choices available to them
- include the use of the conservatory in the risk assessment, and take any necessary action to minimise risks to the children.

The leadership and management of the early years provision

The childminder organises her time, her home and toys generally well to provide an environment where all children feel welcome. She has a good selection of

written policies and procedures which she follows well in practice to ensure that children's welfare is well promoted. She follows effective procedures when children are ill and to keep her home and toys clean, in order to reduce the risk of the spread of infection. She has a good understanding of child protection issues and procedures to enable her to safeguard the welfare of any children she may care for. The childminder has given good consideration to the safety of the children in her care, overall, and has produced effective detailed written risk assessments. These include safety when taking children on outings in addition to safety in the home. The childminder has not included the conservatory in the risk assessment, however, and the storage of tools may present a hazard to children as they use this area as a route to the garden.

The childminder develops positive relationships with parents and carers which support the care of the children well. She encourages parents to bring children for visits in order to get to know the children and their families. She discusses the children's routines and development in order that she can support the children appropriately and follow their familiar routines, ensuring that every child is treated as a unique individual. The childminder has a sound awareness and experience of working with other professionals involved in caring for children, to ensure that they work in a consistent way to support the children and meet their needs.

Recently the childminder has begun to identify what she does well and areas for development of her childminding service. In order to meet these developmental needs she enrolls on training courses to develop her childcare knowledge and improve the service she provides. She has recently obtained a relevant childcare qualification, for example, and attended training on the Early Years Foundation Stage framework. The childminder has taken appropriate action to make some improvements since her last inspection, by ensuring all documentation is readily available for inspection, for example, by purchasing more toys, and by ensuring that fire exits are free from obstruction at all times.

The quality and standards of the early years provision

Children make sound progress in their learning and development as they enjoy a suitable range of age-appropriate play activities. In addition the childminder supports them appropriately as they play to encourage their progress. Children develop effective communication skills, for example, when the childminder repeats babies' babbles and engages them in their attempts at early conversation. The childminder sings simple action rhymes with them and encourages them to join in. They develop their physical skills as the childminder supports babies to sit so that they can explore their toys easily. Younger children benefit from the individual attention the childminder is able to give them and they develop positive relationships. Older children enjoy dressing up and developing their imaginative ideas using a suitable range of toys and resources. These are not always within easy reach, however, and children have to ask the childminder for some toys, which limits their independent choices and development of their play ideas.

The childminder has recently introduced systems to observe children's development and plan for the next steps in their progress. Although she has made

a good start and demonstrates a sound ability to plan for children's development, the observations are not yet linked to the areas of learning and development. This means that children's progress towards the early learning goals is not yet clearly planned for.

The childminder has effective systems in place to safeguard and promote the welfare of the children. She supervises children very well, for example, to ensure that they play safely. She works with parents to ensure that they have an appropriate diet and that mealtime routines are followed. The childminder has a positive approach and a sound awareness of how to encourage children's behaviour. She talks to older children about the ground rules, such as not climbing on the furniture, for example, providing them with boundaries that they understand. The childminder is a good role model who encourages children to respect each other. She provides a suitable range of toys and books which help children to develop an awareness of diversity. She has a sound understanding of how to ensure that all children are included. She has experience of supporting children who have English as an additional language, for example, using gesture and expression to encourage their understanding.

Overall, children are happy, make sound progress, and develop a range of skills for their future well-being.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.