

## Inspection report for early years provision

---

<b>Unique reference number</b>	307369
<b>Inspection date</b>	08/01/2009
<b>Inspector</b>	Judith Anne Kerr
<b>Type of setting</b>	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 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.

## Description of the childminding

The childminder was registered in 1999. She lives with her husband and two children aged seven years and nine months, in Salford, Greater Manchester. The whole of the ground floor, first floor and loft of the house are used for childminding. Access is gained to the property at the front of the house on the ground floor level. There is a fully enclosed garden for outdoor play. The family have two cats. property is within walking distance of local schools and amenities.

The childminder is registered to care for a maximum of four children at any one time on the Early Years Register and the compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register. There are currently two children on roll who attend on a variety of placements; both of these children are on the Early Years Register. The childminder walks to and from school to take and collect children. She attends the local adult and toddler group and visits the park and library.

The childminder has a National Nursery Examination Board certificate (NNEB) and is a member of the National Childminding Association (NCMA).

## Overall effectiveness of the early years provision

Children settle in the friendly, homely environment and benefit from the childminder's caring approach. The inclusive environment encourages all children to make good progress in their learning. Effective partnerships are forged with parents and others to promote consistency and continuity for children. The childminder has a good awareness of her own practices and is able to recognise some areas for improvement, although there is no formal system in place to show how these are noted.

## What steps need to be taken to improve provision further?

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

- develop systems to identify children's starting points; ensure observations are effectively evaluated across the six areas of learning and used to identify and plan for individual children's next steps in their learning
- continue to develop the self evaluation process to ensure children's learning and development progress is fully monitored and evaluated, and that the process includes the identification of priorities for improvement across the framework.

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and Welfare).

08/01/2009

## **The leadership and management of the early years provision**

The childminder's home is very clean, well maintained and organised to enable children to have easy access to toys and resources. Comprehensive daily, weekly and monthly risk assessments are in place to ensure children can play and learn in safe indoor and outdoor environments. All visitors are required to sign in and out of the premises, safety gates are in use and regular fire drills undertaken with the children to ensure they know what to do in the event of an emergency. The childminder has begun to evaluate her own practice and although this is in the early stages it does demonstrate that she has an awareness of the areas for improvement.

A broad range of policies and procedures which meet the Early Years Foundation Stage (EYFS) requirements help to ensure that children are always safe and well cared for. All the required documentation is in place and shared freely with parents. Policies include the complaints process, safeguarding and behaviour management. Accident records are in place and well organised but some medication has been administered without written consent from parents. This is a requirement of regulations. The childminder has recently attended further training in child protection to ensure children's welfare is continually safeguarded. Consequently, she is very aware of her role within Local Safeguarding Children Board procedures and has supportive literature readily to hand, thus ensuring any concerns can be handled in a swift and calm manner.

The childminder provides feedback to parents about their child's day, with some information about activities, alongside any relevant individual care needs. Information is displayed in the hall about the EYFS to help parents understand their child's progress in relation to the framework. Links are maintained with other settings providing for children in the EYFS to ensure continuity of care. However, there are no systems in place to show how the educational programme is monitored to ensure a balance across the six areas of learning and parents are not encouraged to be involved in identifying their child's starting points. Children's progress is observed and assessed and photographs illustrate their enjoyment in the activities. The next steps of learning are not consistently identified and consequently, the links between planning, assessment and observations are not complete.

## **The quality and standards of the early years provision**

The childminder spends all her time engaging and playing with children. There is a wide range of age appropriate, good quality toys and resources. She develops caring relationships with the children, getting to know their likes and dislikes. She is sensitive to their needs, such as offering a hug when they are feeling below par. Children are encouraged to have independence as they access the toilet when they need and learn to zip their own coat. Procedures taken to help prevent the spread of infection include disposable paper towels for hand washing and pictorial and

written posters in the toilet to remind children of the importance of hand washing.

Children learn to share, take turns and play collaboratively. They relish the praise they receive for doing things well. Children reap the benefits of fresh air and exercise as they manoeuvre the obstacle course in the country park and ride the wheeled toys in the garden. They go on regular trips and outings to interesting places such as the farm, soft play area and zoo. Children begin to understand the wider world as they complete jigsaws which reflect positive images of race and disabilities and discuss the meaning of Hanukkah and how crutches are used. They learn how to keep themselves safe and thrive on consistent messages about healthy living. For example, they discuss road safety and adopt a positive attitude towards nutritious food as they sit down to enjoy healthy fruit snacks with their friends. Drinking water is always available to enable children to control their own thirst needs. Individual needs and the wishes of parents are respected and appropriately met.

Stimulating and varied activities are planned to support children's progress towards the early learning goals. For example, their learning is supported with a good selection of books and the availability of paper and a variety of mark making materials. Children enjoy singing songs, such as 'row, row, row the boat'. They learn about problem solving as they match the different colours and styles of dolls shoes. Good communication skills are developed as the childminder values young children's attempts at talking. Activities, such as leaf rubbings, decorating gingerbread pumpkins and hand painting are popular with the children and help to develop their creativity.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (CR8). 08/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (CR8). 08/01/2009