

Inspection report for early years provision

Unique reference number	307384
Inspection date	18/03/2009
Inspector	Julie Firth
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).

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 in Cadis head, an area of Salford. The whole of the ground floor is used for childminding purposes, this includes the lounge/dining area. The rear garden is available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time under the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently a total of three children on roll who of two are in the Early years range. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Children are happy and their individual needs are well met. The childminder values and respects all children to ensure they feel safe and included. She is beginning to plan a suitable range of activities, which support children's learning and development. Observation and assessment are in the early stages. There are effective working relationships with parents and they are kept informed of their children's daily routines. A good emphasis is put on links with other providers involved in the children's care and education. She is beginning to reflect on her practice but formal self-evaluation systems are not yet fully in place. Therefore gaps in some aspects of the provision are not identified.

What steps need to be taken to improve provision further?

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

- continue to develop planning to ensure activities are tailored to meet children's individual needs and challenge them in all areas of their learning.
- further develop observation and assessment to indicate children's next steps of learning
- establish a system to monitor the provision through regular quality checks and self-assessment in order to identify targets for improvement.

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

- undertake a full risk assessment for the premises and for individual outings. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

01/04/2009

The leadership and management of the early years provision

The childminder demonstrates a sufficient knowledge and understanding of the Early Years Foundation Stage framework. Her home is organised to give children opportunities to become independent. Structured daily routines promote children's welfare and meets their needs. Some written policies and procedures are in place and contribute towards positive outcomes for children. These are shared with parents to promote the welfare of children. Records and documents are organised and stored securely to maintain confidentiality.

An inclusive and welcoming service is provided for all children. The childminder has started to build good relationships with parents and she identifies children's starting points with regard to learning. She takes time each day to discuss children's development and shares a daily diary with them regarding their children's daily routines. Links have been established with other providers that the children attend to ensure progression and continuity of care and education.

The childminder is committed to meeting children's individual needs and is enthusiastic to attend further training. She recognises the importance of continuous improvement. However, she has not developed any systems in relation to self-evaluation to monitor the care she provides for the children.

The childminder ensures the children are safeguarded by ensuring all adults who come in contact with children are suitable. She understands her role in safeguarding children and is aware of the procedures to follow if she has concerns about children's welfare.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. She is beginning to plan some activities for individual children and is becoming familiar with the early learning goals. However, this is not fully developed to challenge the more able children. Furthermore, observation and assessments are not fully developed and do not indicate children's next steps of learning. Resources are accessible to enable children to make choices about their play and there is a sufficient amount to promote all areas of learning. The childminder understands the importance of children learning through play. She provides positive support and encouragement to help children achieve, which promotes their confidence and self-esteem.

The childminder develops warm relationships with the children and a strong emphasis is put upon children's social and emotional development. Children are encouraged to mix with groups and with her own grandson. They are encouraged to tidy toys away after play. Furthermore, they are learning to overcome their emotions. For example, when children attend a hospital appointment an activity is developed around a bear overcoming fear which familiarises them with the situation. Children's communication skills are well fostered as they are encouraged to speak about their day at playgroup and enjoy choosing books at the library to take back to the childminder's home. They are starting to recognise a few letters

and are given opportunities to make marks.

Children enjoy playing imaginatively with dolls and prams and have access to a suitable range of resources to express their creative ideas, such as paint and collage materials. Children explore colour, dress up and show an interest in battery operated toys that make sounds. They visit the shops to choose food, bake and are taken to post a letter. They are given opportunities to count and recognise colours when threading bobbins. The rear garden provides opportunities for fresh air and exercise and children visit the local park and a soft play centre. This enables them to use large equipment to balance and climb.

Children's health and well-being is promoted. They learn about hygiene practices as they wash hands as part of the daily routine and the premises are kept clean. Children benefit from a range of healthy food options to promote their growth and development. They sit together at meal times which provides a social occasion using good manners, such as please and thank you. The childminder works closely with parents regarding children's feeding and sleep routines. For example, during toilet training. They are learning about keeping themselves safe, for example, road safety. However, fire drills are not practised with the children or recorded. Daily checks are carried out to identify potential hazards but there are no formalised risk assessments in place for the home or outings. This is a breach of a legal requirement.

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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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:

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 (CR5) 01/04/2009

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 (CR5) 01/04/2009

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.