

Inspection report for early years provision

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| Unique reference number | 312265 |
| Inspection date | 25/03/2009 |
| Inspector | Patricia Graham |
| 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 has been childminding since in 1994. She lives with her husband and one adult child in the Stalybridge area of Tameside. The whole ground floor and one bedroom of the childminder's house are used for childminding and bathroom facilities are situated on the first floor. There is an enclosed garden for outside play. Access to the premises is via nine steps or a sloping driveway.

The childminder is registered to care for a maximum of four children at any one time in the early years age range and is currently minding two children part-time and two children full-time. The childminder also makes provision for children older than the early year's age group which is registered on the voluntary and compulsory part of the Childcare register.

The childminder walks to local schools to take and collect children.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. A warm and welcoming environment with a good selection of toys and resources are provided to support children's progress in their learning and development. An awareness of treating children with equal regard and working in partnership with parents ensures children's individual needs are well met. A sound understanding of the welfare requirements positively supports children's welfare. Self-evaluation is used adequately to identify strengths and areas to develop. This promotes positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop links with other settings children attend to maintain continuity in their learning
- review sleeping arrangements for children to ensure their comfort.

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

- improve knowledge for dealing with concerns and complaints from parents (Safeguarding and promoting children's welfare) 08/04/2009
- ensure a daily record of the names of the children looked after on the premises and their hours of attendance are in place. (Documentation) 08/04/2009

The leadership and management of the early years provision

A well organised home with a good selection of toys and resources, which are accessible, ensures children can freely choose to enhance their enjoyment and sustain their interest. This is complemented with a range of outings provided to extend children's learning experiences. Records required for the safe and efficient running of the provision are in place and retained in a confidential manner. However, children's hours of attendance are not recorded in line with requirements.

An awareness of safeguarding requirements ensure children are protected. The childminder is clear about possible signs and symptoms that may indicate abuse and she has an adequate awareness of action to take. Suitable systems are in place to promote children's safety within the home. For example, a basic risk assessment is in place which identifies potential hazards. As a result, a large storage unit, in the conservatory, is securely fixed and toys and resources with small pieces, such as fridge magnets, are kept above toddler height ensuring their safety as they explore the environment. Children's understanding of safety issues are promoted through discussions with the childminder and safety pictures are displayed to re-affirm children's awareness of safety.

Good partnerships are formed with parents, which promotes children's well-being. However, links with other settings children attend at not yet established to ensure continuity in their learning. A range of policies and procedures, presented in a parents pack, are shared with parents enabling them to understand about the provision and childminding requirements. The childminder understands most procedures, however, procedures for dealing with complaints are not in place. For example, the complaints poster, displayed for parents, has an incorrect number for the regulator and the childminder is not fully aware of action to take if a complaint is made in writing. This is a specific legal requirement.

The childminder has suitable systems in place for self-evaluation. For example, she identifies areas to develop, such as additional training on the Early Years Foundation Stage and she has successfully addressed recommendations from the last inspection. This promotes positive outcomes for children.

The quality and standards of the early years provision

Children make good progress in their learning and development because the childminder offers a range of interesting activities, which supports children's learning. For example, children develop a love of books as they share stories and a particular favourite is 'Soggy Bear' which prompts them to ask questions and share in his adventures. Their language skills are totally enhanced as the childminder repeats words enabling children to build on their vocabulary. Children make choices from the good selection of resources provided. Consequently, they are initiating their own play as they become active learners. Children explore the treasure basket with interest and use props, such as the mini mop for cleaning. They have good opportunities to explore technology in toys as they explore the

motorised trike by pressing buttons and fitting the key in the ignition, and other action response toys are available. As a result, children are learning about cause and effect.

Emotional relationships are formed with the childminder, who is nurturing in her approach, enabling children to feel happy and settled. She spends time playing with children and recognises their unique qualities and abilities as she skilfully differentiates activities ensuring all children are included. For example, younger children take part in celebrations, such as Chinese New Year as they make red and gold handprints whilst older children make dragons. The childminder plans for individual needs by taking into account children's likes and interests. Consequently, children are interested and make good progress in their learning. There is dedicated time for outdoor play as children embark on outings and access the well resourced back garden to refine their physical skills. For example, they ride wheeled toys, climb the slide and develop their hand-eye coordination as they play ball games. Children explore nature as they grow flowers and have great fun seeking pebbles and stones which they paint to create beautiful models, such as crocodiles and ladybirds.

Children's dietary needs are well catered for through consultation with parents. They enjoy healthy meals and snacks, such as fruit, sandwiches selections and weekly picnics. Children understand boundaries, as ground rules are in place and they are positively encouraged to use their manners. As a result, children are developing a good awareness of courteous behaviour. Children have good opportunities to rest and relax according to their needs, as furnishings such as comfortable sofas are accessible. However, children sometimes sleep in pushchairs which does not fully ensure their comfort.

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

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| 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? | 2 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

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| 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

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| 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? | 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

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:

- ensure a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register are in place. (CR7.1) ((also applies to the voluntary part of the Childcare Register)

08/04/2009

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 compulsory Childcare Register section of the report (CR7.1)

08/04/2009

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

Since the last inspection there have been no complaints made to Ofsted.

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.