

Inspection report for early years provision

Unique reference number	312290
Inspection date	11/11/2008
Inspector	Shirley Leigh Monks-Meagher
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 1985. She lives with her husband in a property situated in the residential area of Audenshaw, Tameside.

All registered rooms, including toilet facilities, are situated at ground level providing ease of access. The lounge, playroom and kitchen are used for childminding activities. There is access to outdoor play in the secure rear garden of the home.

The childminder is registered to care for a maximum of three children in the early years age range and currently has six children on roll for various part-time sessions. The childminder also cares for three children older than the early years age range and is registered on the voluntary and compulsory parts of the Childcare register. The childminder cares for children who attend other early years settings but only has links with the local school.

Minded children are taken to the local park, shops, nursery and parent and toddler group.

Overall effectiveness of the early years provision

The childminder's secure understanding of the children's individual needs provides them with a broad, challenging and stimulating selection of experiences and activities. The partnerships which are formed with parents, the local school and other agencies are effective. This promotes consistency and cohesion for most children and ensures additional support is provided to enable children to take a full and active part in her setting. The childminder is beginning to realistically evaluate her provision and identify areas to improve outcomes for children. Her approach adequately fosters continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment systems to inform the planning of activities for children
- develop knowledge and understanding of the effective use of play materials and resources to further promote an inclusive environment

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

- obtain written permission from parents before administering medication to children and for seeking emergency medical advice or treatment 26/11/2008
- develop systems for linking with all providers of Early Years Foundation Stage to ensure continuity and consistency of learning needs for all children who 26/11/2008

attend.

The leadership and management of the early years provision

The childminder follows sensible policies and procedures to promote children's welfare, learning and development. Her positive attitude towards professional development enhances the quality of her childcare provision. Her most recent training is clearly reflected in her excellent understanding of how to safeguard children in her care and her secure perception of the ethos of the early years foundation stage. Attention to documentation is generally good. However, there are two omissions relating to obtaining parental consents. These are specific legal requirements. The childminder successfully organises her home to meet children's needs effectively. The well stocked, dedicated playroom and secure garden enables children to exploit their curiosity and become active learners. Good use of local facilities provides further stimulus.

The childminder provides a welcoming and inclusive service for children and their families. Detailed information is sought from parents about their child's needs and development and this, plus regular observation efficiently underpins the childminder's good knowledge of the children and her ability to effectively meet their individual needs. Parents are kept informed about their child's welfare and progress through the sharing of detailed daily diaries. Strong links have been formed with the local nursery to ensure continuity and cohesion for those children who attend both settings. However, such links are not yet secure for children who attend other provision. The childminder works closely with parents and other agencies to ensure children with learning difficulties or disabilities are identified and well supported.

The childminder is beginning to reflect on her practice and make use of these reflections to self evaluate her practice and initiate improvement. She has a realistic view of her strengths and areas for development and is committed to improving her practice. The recommendation relating to safety identified at the last inspection has been robustly addressed. She has made some progress in the provision of positive images and identified a further gap in her knowledge and understanding of their value in a child's environment.

The quality and standards of the early years provision

The childminder embraces the ethos of the EYFS and has a secure understanding of how children learn. Consequently, she routinely provides a broad range of age and developmentally appropriate activities resulting in children making good progress in their learning. Her recently introduced observation and assessment systems recognise the uniqueness of each child. Sensitive observations identify their abilities and interests and informally direct activities and play opportunities. However, these are not yet linked to the areas of learning to track progress or fully used to plan for individual learning. The childminder is led by the children's interests and allows them to learn through their own choices and exploration.

Children are happy and settled at the childminders and engage in different activities provided in the child focused environment. They enjoy a warm relationship with the childminder and her family. She interacts well with them, supporting their emerging communication skills and gently encouraging them to think about things. For example, they learn to recognise and name animals and copy the noises that the animals make. Children are beginning to recognise the colours of the bricks they are playing with and make sense of their immediate world as they imitate adults in well resourced role play situations. Children are active learners and confidently select resources and equipment which they move around the play areas to develop and extend their own play.

Children are suitably nourished with healthy snacks and home cooked meals. They enjoy regular opportunities to play and learn in the fresh air and are cared for in a secure environment. They learn how to keep themselves and others safe through discussions, activities and visits into the community. Children develop positive attitudes towards each other and learn to respect and value each others similarities and differences. However, the diversity of the wider society is less well represented in their environment.

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?	2
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?	2
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?	2
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?	2
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?	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 written statements relating to safeguarding children, equality of opportunity, administering medication and behaviour are in place 26/11/2008

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:

- As above. 26/11/2008

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.