

Inspection report for early years provision

Unique reference number	500248
Inspection date	08/01/2009
Inspector	Angela Cuffe

Type of setting	Childminder
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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 registered since 1994. She lives with her husband, mother and two children aged five and eight in the Levenshulme area of Manchester within walking distance of shops, schools and parks. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time, two of whom may be in the Early Years Foundation Stage age range. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently eight children on roll who all attend on a part time basis.

The childminder attends a local carer and toddler group on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The experienced childminder works extremely well with her assistant to promote children's well-being, learning and development. Observations and assessments are in place and used successfully to inform planning. The childminder provides an inclusive service where all the children and parents are made to feel welcome. Action has been taken to undertake some identified weaknesses since the last inspection. The childminder is mostly aware of her strengths and weaknesses and strives to continually improve her knowledge and skills by accessing training.

What steps need to be taken to improve provision further?

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

- ensure the written safeguarding policy is in line with the Local Safeguarding Children Board procedures.

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

- request written permission from parents for seeking emergency medical advice or treatment (safeguarding and promoting children's welfare).

30/01/2009

The leadership and management of the early years provision

The childminder is committed to meeting children's individual needs. She demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework and incorporates it well into her planning. Parents' knowledge of

their children is taken into consideration and used as a starting point. They are given regular feedback on the progress their children are making, which reinforces what children have learned whilst in the care of the childminder. Effective steps are taken by the childminder to evaluate activities by including parents, assistants and children in the process.

The childminder is well organised and provides a welcoming environment by displaying children's artwork, colourful posters and photographs. This promotes children's self-esteem and confidence and gives them a sense of belonging. She is aware of children's individual needs, which enables her to provide for them effectively. She recognises the importance of continuous improvement and confidently identifies strengths and weaknesses of her provision. Most of the required records and documentation are in place and contribute towards positive outcomes for children. However, written permission to seek emergency medical advice or treatment has not been sought; this is a breach of requirements.

The childminder has a secure understanding of safeguarding issues and the procedures to be followed if she has concerns about a child's welfare. Nevertheless, this is not reflected in her written policy, which is not in line with the Local Safeguarding Children Board procedures.

The quality and standards of the early years provision

The childminder has good understanding of the Early Years Foundation Stage which reflects in her practice. Children are provided with a range of interesting and stimulating activities to help them make progress in their learning. A wide variety of resources are stored at a low-level to enable children to initiate their own ideas and make independent choices.

The childminder and her assistant dedicate their time to playing and interacting with the children. She clearly has a very warm and positive relationship with the children who cuddle up to her when they are waking up from their sleep. The childminder knows the children extremely well, she gathers a wealth of information on the children's starting point and recognises that children are all unique. She observes and assesses children as they play, and uses this information to plan their next step. The childminder regularly takes the children to groups, which gives them the opportunity to socialise, share resources and explore different play environments.

Children are confident speakers and express themselves clearly, for example, they talk about the snow man they made and how the dog enjoyed playing in the snow. The childminder skilfully extends children's vocabulary by asking open ended questions and reading a story to them; using the pictures to show the children the characters as she reads. Children's problem solving and reasoning are promoted through various activities, for example, how long they need to leave the cakes in the oven and how to stop the baby doll from crying. Children quickly figure out that the doll stops crying when a bottle is put into its mouth. They also understand which buttons they need to press on the electronic toys

Children's health and safety is promoted well. They learn about healthy eating as the childminder provides a range of nutritious homemade meals and snacks. The childminder reinforces good behaviour with praise and encouragement. She supports children to adopt good hygiene practices and minimise the risk of cross-infection. Children learn about some aspects of keeping themselves safe, for example, they discuss stranger danger and follow the green cross code when crossing the road. Fire drills are carried out periodically to ensure all children are made aware of the fire procedures.

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?	2
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?	3

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?	3
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

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.