

Inspection report for early years provision

Unique reference number	500508
Inspection date	26/03/2009
Inspector	Teresa Ann Clark

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 2000. She lives with her two daughters aged eight and two years. They live in a semi-detached house in the Baguley area of Wythenshawe, within walking distance of the park. The whole of the ground floor is used for childminding. The bathroom is situated on the first floor and there is a fully enclosed rear garden for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently four children on roll in the early years group. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and learning in an environment which is well organised, resourced and stimulating. The childminder understands how children learn and promotes their welfare effectively. She provides a safe and inclusive service where children are making good progress toward the early learning goals. Children benefit from the childminder's willingness to improve her provision and commitment to ongoing training. Parents are well informed through her written policies and regular verbal exchange of information.

What steps need to be taken to improve provision further?

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

- assess the risks in relation to the computer chair at the top of the stairs and take action to minimise these
- develop a range of natural materials to promote children's sensory development.

The leadership and management of the early years provision

The childminder is committed and motivated to improve the quality of service she provides for children in her care. She continually develops her childcare practice by attending training courses. The childminder has successfully addressed the recommendation made at the last inspection. She has attended safeguarding training and as a result, is clear about the procedures to follow if she has concerns about children's welfare. This means children are well protected and kept safe from harm.

The childminder has a clear system in relation to self-evaluation. This helps her to monitor her provision and identify key strengths and areas for development. For

example, she recognises that she has insufficient resources for outdoor provision and for children to explore and investigate. She has gained some funding to improve these areas of her provision.

The childminder takes all reasonable steps to safeguard children. This includes effective risk assessments for the home and specific outings. However a computer chair at the top of the stairs poses a risk to children's safety. The childminder provides a welcoming environment for children, where children feel safe, secure and confident to express themselves. Space is well organised for children to play safely and participate in a wide range of activities. Children know that the dining room is used for creative activities.

The childminder ensures she provides an inclusive service where all parents and children feel welcome. She has good settling in arrangements and works well with parents and other agencies to promote positive outcomes for children. Observation and assessment records are shared with parents and they are invited to contribute their ideas and suggestions, for children's future learning and development. The childminder works well with other agencies involved in the care and education of children, which provides continuity and progression.

The quality and standards of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage (EYFS), which is reflected in her practice. The childminder gets to know the children well and plans a suitable range of activities which help them make good progress towards the early learning goals. A wide variety of toys and equipment are stored at low level to enable children to initiate their own ideas and make independent choices. However, there is a lack of natural materials to promote children's sensory development. The childminder dedicates her time to playing and interacting with the children. She develops warm and caring relationships which helps children feel safe and secure.

The childminder observes and assesses children's development at regular intervals and identifies children's next steps to help them move forward in their learning. The childminder has formalised planning and assessment systems which she shares with parents. The childminder regularly takes children to local community groups which provides opportunities to socialise with others and explore different play environments. Children are learning about the world around them through visits to places of interest, such as the large park to see the animals, feed the ducks and visit the greenhouses. Children are beginning to understand that print carries meaning as they enjoy looking at books and practise their mark making skills.

Each child's needs are continually met as the childminder divides her time well between the children. She sits on the floor with the children and encourages young babies to reach out and hold objects. She responds to babies' gurgling and cooing with smiles and soothing words. They enjoy playing tickling games and bouncing on the childminder's knee. Older children are learning about colours and numbers through everyday activities, such as puzzles, painting and dough. They are keen to

show off their skills as they point at objects around the room which are the colour blue. Children are developing an understanding about how things work. For example, a child says that his Mummy's camera needs a charger to make it work and that the bouncy castle needs pumping up.

Children's health and safety is well promoted. A balanced range of healthy nutritious meals and snacks help children to develop a positive attitude toward healthy eating. Regular outdoor play and visits to the park provide opportunities for children to exercise their bodies and benefit from fresh air. Children are learning about good hygiene practices as they wash their hands before eating and put tissues in the bin after wiping their nose.

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?	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?	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:

- review the safeguarding children policy to include a procedure to follow in the event of an allegation being made against the provider (also applies to voluntary part of the Childcare Register)

09/04/2009

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 part of the Childcare Register

09/04/2009

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.