

Inspection report for early years provision

Unique reference number	500530
Inspection date	15/06/2009
Inspector	Joan Isabel Madden
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 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 1993. She lives with her husband and two adult children. The family has two dogs. They live in a house in East Didsbury, Manchester, close to local amenities including parks, shops, library, pre-school and schools. The playroom, front room, kitchen, dining area and ground floor toilet are included in the registration. Additionally, children have access to two bedrooms on the first floor. There are two secure, outdoor paved play areas for the children at each side of the house. The childminder works with her husband and mother who are both registered childminders. She has overall responsibility for the childminding practice with her co-childminders working in a supportive role. The childminder is registered to care for a maximum of six children when working alone and for a maximum of 12 children at any one time when working with a co-childminder. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently nine children on roll aged from eight months to six years. Of these, seven are on the Early Years Register. There is one child who attends on a full time basis. The childminder supports children who speak English as an additional language and who have learning difficulties. She has gained a level 3 in childcare. She collects children from the local school and attends toddler group on a regular basis. She is a member of the National Childminding Association and the Manchester Childminding Network.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. High priority is put upon valuing the uniqueness of each child. A strength of the setting is the childminder's leadership qualities, which have contributed to an effective partnership with her co-childminders, whose strengths and interests are used effectively. As a result, the children are well cared for and make good progress in their learning and development. The childminder takes pride in her work and demonstrates a strong capacity for continual improvement. Parents are happy with the provision and this successful partnership contributes towards the high quality care and education.

What steps need to be taken to improve provision further?

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

- use the next learning steps identified in the children's assessment records to inform planning
- improve children's opportunities to access resources independently to promote their self-help and decision making skills.

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

- clarify who has overall responsibility for each child to 06/07/2009

fully safeguard children and promote their welfare
(Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

The childminder takes the lead for all aspects of the provision, although the three co-workers accept joint responsibility for the children. This is not clearly reflected in the children's records and is a breach in regulations. All other documentation meets the requirements. Through training, the childminder has a good understanding of the requirements of the Early Years Foundation Stage (EYFS) and is confident and committed. She is able to lead her co-workers effectively and as a result, they work effectively as a team and are all clear about their roles and responsibilities. When required or appropriate they are able to perform each other's duties to ensure consistently high standards. The childminder takes main responsibility for safeguarding and has a secure knowledge of safeguarding issues. There is a comprehensive policy in place with additional guidance and information that she would be able to implement if she has concerns about a child.

The childminder has put in place effective methods to monitor whether what is provided for children is sufficient. She has taken active steps to involve her co-workers in the process. She has a secure understanding of how to care for children and provide opportunities for learning and development. She has successfully identified strengths of the provision and areas for development. The childminder has made generally good progress with the three recommendations that were raised at the last inspection. She was required to improve her knowledge of the curriculum, meal times and resources. A further recommendation has been raised relating to resources. The childminder works closely and cooperatively with parents, providing information on their children's welfare, learning and development. The children's daily diaries and assessment folders are shared with parents informing them of noteworthy events and how their children are progressing towards the early learning goals. The childminder has established links with other providers gaining information on how to promote the children's learning.

The quality and standards of the early years provision

Children are welcomed into a clean, child friendly environment where posters and children's work are displayed giving them a sense of belonging. Children operate in a safe environment. The premises are secure and safety measures have been put in place to eliminate any hazards that have been identified. For example, areas not included in the registration are made inaccessible to children and cupboards containing hazards are locked. Through posters, activities and resources children are learning to take responsibility for their own safety. They practise the emergency evacuation plan on a regular basis and on outings become aware of the meanings of road signs and traffic lights. They help to tidy up after activities understanding that it helps to prevent accidents. The premises are clean with effective procedures, such as nappy changing in place to prevent cross-contamination of germs. Strong emphasis is put upon the children developing a

healthy lifestyle. Sensible routines are incorporated into their daily routine, such as hand washing at appropriate times and applying sun cream in hot weather. It is explained to children the reasons for these practices.

The very young are able to rest or sleep according to their individual needs and in agreement with parental wishes. The childminder has a secure knowledge and understanding of the requirements for administering first aid and medication. She takes overall responsibility for ensuring that documents relating to this are kept appropriately. She has a good knowledge of nutrition and plans a healthy and varied menu for the children, which is both healthy and appetising. Her co-worker is responsible for preparing the food. Fresh drinking water is available to the children throughout the day including when they are outdoors helping them to appreciate the healthy way to remain hydrated.

The childminder has completed training on the EYFS and takes the lead for planning and assessments. The children respond well to the childminder's enthusiasm and motivation. Daily routines include a balance of child-initiated and adult-led activities. As children play, they are challenged to think about how and why things happen and develop their vocabulary. At times, the children take part in activities in two groups and in doing so their experiences are appropriate to their interests and stages of development as they can be presented with challenges. Good progress is being made with the children's assessments and each child is assessed individually through observations. These are evaluated and linked into the elements of the six areas of learning. From this, the next learning steps are identified; however, these are not used effectively to inform planning.

The children are happy and settled in a calm atmosphere that helps them feel safe and secure. Babies are very contented and included in all activities at their own level. Children approach the childminder easily and express their needs. She has a secure knowledge of how to promote acceptable behaviour using positive reinforcement, such as rewarding children for good deeds. The provision is well equipped with a wide range of resources, however, insufficient priority is placed upon children independently accessing these in order to promote their self-help and decision making skills. Children are making good progress in their communication, language and listening skills. All children enjoy listening to stories helping them to learn that print carries meaning and how to gain value from books. They respond well to music and song times by joining in with actions and musical instruments.

Children have varied opportunities for mark making using a range of tools and equipment. Activities are used effectively to promote the children's mathematical thinking. For example, in the storyboard 'Little Bo Peep' activity children count the sheep and match them to the appropriate numeral card. Building with construction kits and completing jigsaws and inset puzzles help children to recognise and develop an awareness of space and shapes. Children have good opportunities to play outdoors; the range of outdoor equipment enables the children attending the setting to develop their physical skills. Additionally, the children are taken on visits to the park and other recreational facilities where they are able to further develop their accomplishments.

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.	2

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?	2
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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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