

Inspection report for early years provision

Unique reference number	504110
Inspection date	08/12/2008
Inspector	Rosemary Killackey
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 2001. She lives in the Swinton area of Salford with her two children aged 10 and 12 years. The whole ground floor, back bedroom and bathroom on the first floor are used for childminding purposes. Access to the home is via the front door and there are fully enclosed gardens to the front and rear available for outside play. The rear garden contains a covered pond. The childminder is registered to care of six children at any one time and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

She is currently minding three children in the early years age range, and two older children. She attends the local toddler group and takes children to the local library and park. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder has a good knowledge of the children in her care. She fosters positive relationships with each child and their parents and supports them appropriately. Emphasis is placed on having good quality working relationships with parents which means that inclusion is fully reflected in practice. Children are provided with a good range of interesting activities and experiences, which enables them to make good progress in their learning and development. The childminder shows a strong commitment to improving her practices and has taken appropriate action to address the recommendations made at the last inspection. She has identified clear goals for the future to bring about further improvement. However, not all aspects of the welfare requirements are as yet fully implemented.

What steps need to be taken to improve provision further?

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

- continue to develop, existing observation and assessment systems
- continue to develop the your self evaluation to further enhance the quality of care provided
- make safe cupboard under and sharp knives in kitchen draw and ensure bedrooms which are not included in the registration are inaccessible

The leadership and management of the early years provision

The childminder offers an inclusive play environment which is well organised and gives children many opportunities to play independently, they are able to access toys and equipment with ease and move freely and safely around the childminder's home. Flexible daily routines promote children's welfare and meets their individual needs well. Partnerships with parents is good, they work together to meet the children's needs and provide a consistent approach. The childminder encourages

parental involvement through daily conversation and parent questionnaires. She encourages parents to share information about their child, so that she is fully informed about their daily routine and starting points, which in turn enables her to plan children's learning and development appropriately. In addition, each child has a book containing photographs and observations on children's progress. Regular meetings are held which enable the childminder and parent to discuss any changes required to children's daily routine. Parents comment positively on the care offered. As a result, children receive an inclusive service which ensures that each child is able to enjoy and achieve.

The childminder demonstrate a good commitment to the ongoing development of her childcare service and her own professional development. She has attended many training courses, such as, the 'Early Years Foundation Stage' and is currently completing a Diploma in Child Care, she is enthusiastic about continuing to developing her knowledge and understanding through training and has already identified further courses she wishes to attend. She is able to identify strengths in the service she offers and also has identified areas for further improvement, such as developing a greater awareness of other cultures and festivals which she can celebrate with children. She has developed effective parental questionnaires, which she uses to improve her childminding practice further. The childminder has successfully addressed the recommendations raised at the last inspection by developing younger children's opportunities to take responsibility for their own well being and providing opportunities, for children to have meaningful experiences of other cultures.

There are clear policies and procedures in place which enhance the welfare and safety of the children in her care and the childminder has begun to complete a self-evaluation of the provision and her practices to ensure that all children's welfare and learning requirements are met. The childminder makes effective use of observations and assessments to form future planning and identify the next steps in learning for each child, however these are not yet fully developed. She has a good range of written policies and procedures which are effectively shared with parents and implemented. These promote all aspects of children's welfare and safeguarding.

The childminder has a good understanding of safeguarding issues and ensures children are well protected from harm or abuse and is clear about her role and responsibility in protecting children. She shares her written safeguarding policy with parents. In addition children are further protected by the childminder having a comprehensive written risk assessments of the home and when children go on outings. She completes all the documentation required to support children's welfare and has established effective routines to keep children safe. However, sharp knives in the kitchen, cupboard under the stairs and accessibility to bedrooms that are not included in the registration pose a potential hazard to children's safety.

The quality and standards of the early years provision

All children benefit from a wide range of enjoyable play opportunities and experiences. The childminder promotes children's well-being, she provides them with a range of stimulating activities both inside and outside the home which help each of them make good progress in all six areas of learning. For example, within the home they play with age appropriate jigsaws where they begin to recognise numbers and colours and learn to place the jigsaw pieces together confidently, so promoting problem solving skills as well as early number skills. Outside they play on the large equipment in the garden and when they go on walks to the park or to school they talk about the world around them, they regularly visit a working farm where they feed the animals and stroke the snakes. The childminder plays and talks with the children constantly she sits with them at the same level, she listens and asks questions that promote their learning and development, such as when painting she asked which colour paint they were using and when completing an animal jigsaw she asked if they knew the names of the animals and what sounds the animals made, so promoting communication and creative skills.

Children have formed secure relationships with the childminder, she continually praises them in their play which helps children develop a sense of belonging. As a result they are confident and develop good levels of self-esteem. Children play well together they are well behaved and form good friendships. They show care and consideration for each other and have developed good manners for example, when the children were asked to sit at the table for a snack the older child moved a chair away from the table so the younger one could sit down, he in, turn said 'thank you' and the childminder praised both children for their good manners. Children are able to make decisions and take responsibility as they choose which toys they want to play with and help to tidy away toys before snack time and before choosing something else to play with. The childminder ensures that all children feel valued and their individual needs are met. In addition, they learn to value and respect others as they learn about people's similarities and differences as they play with toys and read books that contain positive images. The children develop appropriate skills and confidence to support their 'well-being' in the future.

The childminder uses everyday routines to encourage children to develop a healthy lifestyle. They benefit from fresh air and exercise on a daily basis. They enjoy a good range of activities which develop their physical skills, such as, climbing the steps and negotiating the slide in the play room and when they visit the park they play on the large climbing frame. They learn about good hygiene practices and personal care as they wash their hands before eating and after going to the bathroom the use of a soap dispenser helps them to develop good hygiene practices and prevent the risk of cross infection. They begin to learn about healthy eating and are well nourished and hydrated as the childminder provides healthy snacks, such as fresh fruit, wholemeal toast. Drinking water is easily accessible as the childminder leaves feeder cups on the table and replenishes them when required. There is an effective written sick child policy which is shared with parents, and children with infections are excluded.

Children begin to understand about risks and dangers in everyday situations, for

example, they learn about road safety during their regular walks, they know that they wait for the green man to appear before crossing the road and take turns to press the button. Children are always fully supervised in their play, whilst being actively encouraged to develop safe levels of independence. All required documentation is in place and many written policies and procedures are available and shared with parents to promote children's health, safety, enjoyment and achievement.

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?	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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 that required the provider or Ofsted to take any action.

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.