

## Inspection report for early years provision

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<b>Unique reference number</b>	EY103747
<b>Inspection date</b>	11/11/2008
<b>Inspector</b>	Carol Ann Dixon

<b>Type of setting</b>	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 2001. She lives with her partner and two children, aged 16 years old and 11 years old in Newton Heath, a suburb of Manchester. The whole ground floor is used for childminding, with toilet facilities on the first floor. Access to the home is via the front door or a ramp and double doors provide easy access for wheelchair users at the rear of the property. There is a fully enclosed rear garden for outside play. The family have a pet rabbit.

The childminder is registered to care for 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. The childminder makes links with local schools and playgroups as appropriate for children in the early years age range.

She is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

The childminder implements effective procedures, to ensure that children's welfare and learning is supported well in a warm, caring environment. Good partnerships with parents are established, so that children's individual needs are met. The learning environment and resources are readily available to all children. Overall, an inclusive and welcoming service is provided. The childminder has a clear vision for the setting and the action required, to further promote positive outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- consolidate the links between observations of children and planning next steps in their learning
- improve the arrangements for handwashing to minimise the risk of cross infection.

## **The leadership and management of the early years provision**

The childminder attends relevant training, in order to improve her knowledge and to enhance the quality of care provided for children. She has successfully obtained a level 3 childcare qualification this year and also attended first aid training, safeguarding training and an introduction to the Early Years Foundation Stage. The childminder has accurately completed a detailed self-evaluation of the provision. Feedback is welcomed from parents and the childminder has introduced a questionnaire to formalise this process. The childminder implements a comprehensive range of policies and procedures, to ensure that children are safe

and well cared for. Parents are provided with copies of these so they are well informed of the childminder's responsibilities. Routines are planned to incorporate the needs of all children and a good range of equipment and resources are available, to support their learning and to promote independence. The childminder is beginning to make effective use of observations to assess children's progress. However, it is not clear how this information is used, to inform future planning for the next steps in learning for each child.

Partnerships with parents and other providers are very effective. The childminder encourages new parents to share information about their child, so that she is fully informed about their daily routines and starting points. In addition, each child has a folder containing photographs, examples of work and observations. Parents are well informed of their child's achievements and progress through verbal exchanges with the childminder and access to their child's development folder.

Detailed risk assessments are completed and recorded ensuring children's safety. In addition, the childminder completes a daily visual check, to ensure that the environment is safe. The childminder demonstrates a sound understanding of safeguarding procedures and her written policy is shared with parents. Children are always fully supervised in their play, whilst being actively encouraged to develop safe levels of independence.

## **The quality and standards of the early years provision**

Children enjoy a very safe, well planned environment. Toys and play resources are stored attractively and accessibly, so that children can reach them safely. All the documentation required to support children's welfare is in place. The available space is very well arranged, to support the development of early independence and self-confidence. Children learn to manage their own personal hygiene and understand how to stay safe, when using tools such as knives or scissors. Children experience a wide range of practical play experiences that are challenging but achievable. This results in children making good progress in their learning.

Children know the childminder values what they do, because she records their achievements through attractively presented photographs, which are displayed in folders. Children are proud to discuss and explain pictures of previous activities, which supports their ability to recall and describe what they did. Children are provided with opportunities to socialise in larger groups, as they regularly attend playgroup and visit the local library. They enjoy daily opportunities to be active and play outdoors in the childminder's garden or in the park, where they develop their physical skills on large climbing equipment. Children are familiar with the emergency evacuation procedures, which they practise regularly. They learn about road safety on outings and the childminder uses daily routines and discussions, to further extend their understanding about how to keep themselves safe.

Early mathematical skills are introduced, as children count the stairs as they come down them and begin to describe objects by size as they play. They develop problem solving skills and an awareness of shapes, as they complete jigsaws successfully. Children learn about nature, as they feed the ducks and observe the

squirrels in the park. They collect leaves and notice the different textures of them. The children create their own collage pictures with the leaves on their return home. Children ask to play with the play dough and use a range of tools and equipment effectively, to mould the dough and make their chosen objects.

Praise is used very well during children's play and as a result, they are confident and develop good levels of self-esteem. The childminder encourages children to share and take turns and consequently, they begin to understand how their behaviour affects others. Children play with a good range of resources, which positively promotes diversity and helps children to learn about valuing differences. Children enjoy role play and become engrossed, as they act out familiar experiences, which develops their social and communication skills. For example, they pretend to cook lunch for the childminder and care for each other, when they pretend to be the doctor.

The childminder actively encourages good hygiene practices with the children. They learn about personal care routines, as they brush their teeth and wash their hands at appropriate times of the day. However, the practice of children sharing a hand towel, presents a risk of cross infection. The childminder provides snacks and meals that are well balanced and healthy, to aid children's growth and development. The childminder skilfully uses first hand experiences, such as visiting the local shop with the children, to purchase fruit for their morning snack. Clear procedures, records and parental consents are obtained, in relation to accidents and the administration of medication, further safeguarding children's welfare.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.