

Inspection report for early years provision

Unique reference number	EY103791
Inspection date	08/12/2008
Inspector	Sheila Iwaskow
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 on 2001. She lives in the Woodhouse Park area of Manchester with her husband and son, aged eight years.

The lounge, dining area and playroom are used for childminding purposes. The kitchen is also registered although children do not have unsupervised access to this area of the house. Toilet facilities are available on the first floor. Children also have access to two bedrooms upstairs. A garden area at the front and rear of the property is available for outdoor play. The family have a dog, which has a separate feeding and exercise area, and two birds.

The childminder is registered to care for a maximum of six children on the Early Years Register and compulsory part of the Childcare Register. To allow her to care for children in the later years she is also registered on the voluntary part of the Childcare Register. There are currently five children on roll; of these three are on the Early Years register.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are happy, settled and cared for in an environment where inclusion is generally well promoted. Positive relationships have been established with parents and children make satisfactory progress in their learning and development. All children take an active part in the setting and activities provided sustain and attract children's interest. However, some legal aspects of the welfare requirements of the Early Years Foundation Stage Curriculum (EYFS) are not being met. The childminder demonstrates a commitment to rectify these issues in a timely manner.

What steps need to be taken to improve provision further?

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

- improve the written risk assessment of the home to ensure that it includes everything that children come into contact with
- develop procedures to ensure that a broad and balanced curriculum is being delivered to the children.
- develop assessments to ensure that they clearly identify the next stages of children's learning; extend the partnership with parents to establish clear starting points for children's learning and development
- formalise systems to monitor and evaluate the provision.

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

- complete an appropriate paediatric first aid course
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(Suitable People) (also applies to the compulsory and voluntary part of the Childcare Register)

- conduct a full risk assessment for each specific outing (Safeguarding and promoting children's welfare)

22/12/2008

The leadership and management of the early years provision

Sound procedures are in place to protect children from harm. The childminder has a clear awareness of the signs and symptoms of abuse and procedures to follow should she have a professional concern about a child. All the necessary safety features are in place. A basic written risk assessment has been carried out on some areas of the childminder's home. However, it does not include everything that a child may come into contact with. Furthermore, a full risk assessment has not been carried out for each specific outing. This is a breach of a legal requirement. Since the last inspection the childminder has accessed a training course on the delivery of the EYFS. However, her first aid cert has expired, which is a further breach of a legal requirement and has a negative impact on children's welfare. The childminder is due to attend training in the near future and has had great difficulty in accessing another course. Most other aspects of documentation are in place and organised to respect confidentiality.

Through discussion the childminder is beginning to critically analyse her practice, identifying some of her strengths and areas for further development. However, self-evaluation is not yet sufficiently robust to raise and extend the quality of care and education provided for the children. All recommendations from the last inspection have been fully met. The provider is now aware of her responsibility to share information with other providers to ensure progression and continuity of the learning and care needs of children.

Parents are happy with the level of care afforded to their children. They describe the childminder as 'reliable, cheerful and efficient'. The childminder works with parents to settle new children into her care and some written policies are available to give parents an appreciation about how her service works in practice. All necessary information is in place to ensure that children's individual welfare needs are met. However, parents are not involved in children's initial assessments to identify their starting points with regard to their learning and development. Parents receive daily information on the care of their children through verbal feedback at the end of the day. An information board is available for parents displaying relevant documentation, such as training certificates and public liability insurance.

The quality and standards of the early years provision

The childminder has a reasonable understanding of the of learning and development requirements of the EYFS. Activities are planned informally to meet the needs of individual children and provide a balance of adult led and child initiated activities. However, there are no clear systems in place to show the depth and balance of the curriculum that is being delivered to the children. Procedures to

monitor children's progress is in the early stages. The childminder has begun to make some written observations of children's achievements. However, these assessments are not used to identify the next stages of children's learning.

The childminder's home is warm, clean and welcoming. There is ample room for all children to move around freely. They thoroughly enjoy the freedom that they have as they wander from room to room. Space is available for older children who may wish to do their homework or simply relax after a busy day at school. Children benefit from having access to a dedicated playroom where a good range of colourful posters are displayed to help and support children's learning. A wide range of good quality resources are organised in low level units to offer all children choice and promote independent, active learning. Meals provided are nutritious and children get immense pleasure from growing their own vegetables such as carrots, strawberries and cabbages. This helps children understand the importance of following a healthy diet to promote their good health. A child-sized table and chairs allow children to eat together and enjoy each others company. Children behave well and good manners are promoted at all times, which teaches children to have respect for others.

Children share warm and caring relationships with the childminder. Toddlers squeal with delight as she tickles their tummies and happily snuggle in close to her for a cuddle. The childminder responds positively to toddler's babbles and facial gestures. She talk to them about what she is doing as she is changing their nappies and making a cup of tea. Such practice helps children understand that their feelings are understood and fosters their communication skills. From an early age children enjoy listening to stories and learn how to handle books correctly. Children develop early mathematical skills as they play. As they build a tower the childminder talks to the them about the colour of the building blocks and helps the count the number of blocks in the tower.

Children have many opportunities to learn about the local environment and to respect the diversity of the world in which they live. They enjoy helping the childminder care for the horses and visits to a local farm to see the animals. By celebrating different festivals from around the world children are learning to value and respect difference. Many programmable toys are available to encourage all children to find out how things work and develop their awareness of technology. For example, children press buttons on electronic toys and smile with delight as they observe flashing lights and listen to the music playing.

Children enjoy spontaneous opportunities to engage in meaningful role play. For example children learn valuable life skills as they feed the dolls and prepare a meal in the toy kitchen. A wide range of creative materials are available for children to explore and develop their own ideas. The indoor and outdoor environment is used to play competitive games, such as snooker and football. Daily visits to the park are also popular activities with the children where they enjoy playing on fixed play equipment, helping to develop their climbing and balancing skills.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

- take action as specified in the early years section of the report (CR1). 22/12/2008

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 early years section of the report (CR1). 22/12/2008

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.