

Inspection report for early years provision

Unique reference number	EY227203
Inspection date	03/06/2009
Inspector	Nighat Ghani

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 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 2006. She lives with her husband and two children, aged 13 and 11 years, in Atherton, an area of Manchester. Her home is within walking distance of shops and primary schools. The whole of the downstairs area of the house is used for childminding, in addition to the bathroom on the first floor. There is a fully enclosed 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 four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. The childminder collects children from the local school and attends several toddler groups on a regular basis. She 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 making good progress within the Early Years Foundation Stage through the childminder's dedicated support and guidance. Children are happily engaged and occupied in a broad range of activities and experiences. Inclusive practice ensure the needs of individual children are met. The childminder is aware of the areas for further improvements as she recognises the value of continuous improvement and how it impacts on children's achievement.

What steps need to be taken to improve provision further?

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

- improve the arrangements for observations and assessments so that children's next step is identified and this information can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- work in partnership with parents and other providers by sharing information and involving them in children's continuous learning and development.

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

- conduct a formal written risk assessment and make necessary adjustments to secure children's safety at all times; review this regularly recording each time this is carried out, by whom, the date of review and action taken following a review or incident. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

10/06/2009

The leadership and management of the early years provision

Children are cared for in well maintained, spacious and clean premises. Resources are stored on low shelves so that children are able to make independent choices. Children are provided with a range of age appropriate activities and experiences to ensure that they are making good progress. The childminder has a sound understanding of her role in safeguarding children and is fully aware of the procedures to follow should a concern arise. There are no written risk assessments that includes what needs to be checked on a regular basis. This is a breach of regulation.

The childminder is well organised and has a good record keeping system so that children's individual needs, routines, likes and dislikes are known and provided for. She has produced her own written policies and procedures which are reflected in practice and effectively shared with the parents. The childminder is strongly committed towards continuing her own professional development and making continual improvement in her childcare practice. She regularly reviews and evaluates all aspects of her practice and consequently, self-evaluation systems clearly identify her plans for the future. These are well targeted to bring about further improvements to the provision and positive outcomes for the future. The recommendations from the previous inspection have been positively addressed, which has a direct impact on the care of the children.

Children benefit from the childminder's close links with the parents which ensure that pertinent information is exchanged daily. Parents are encouraged to share all the necessary information and requirements during the gradual settling in period. Verbal feedback at the end of the day and sharing of development records keep them informed about their child's progress. However, there is no system in place to get parents or other providers involved to ensure there is coherence in children's learning.

The quality and standards of the early years provision

Children are happy and relaxed in the childminder's home and eagerly choose from a wide range of activities and resources provided. The childminder is developing an awareness of the Early Years Foundation Stage framework, which helps her to provide a balance of interesting and stimulating activities for children. Good settling in procedures are in place to ensure clear starting points are established. The childminder has started to record children's observations through the Early Years Foundation Stage. However, children's next step is not consistently identified. Consequently, planning does not always meet the needs of the individual needs.

Younger children enjoy playing football and confidently practise their shooting skills with the childminder. They are able to recall their visit to the safari park as they play with plastic animals. The childminder sensitively supports the children's learning, as she listens and skilfully interacts with children during activities. She

encourages their communication skills, by talking about what they are doing and the toys they are playing with and reinforcing simple words and sentences. The childminder actively praises younger children for their achievements, as they successfully crawl through the tunnel. Photographs illustrate children's involvement in trips to the toddler group, visits to a farm and the cooking activities they engage in.

Mathematical skills are well promoted as children play. For example, they eagerly count in sequence, identify the colours of the felt tip pens and count the number of animals they have in the water tray. A wide range of opportunities are provided for children to explore the world around them. For example, they visit the local park, feed the ducks and help to care for the childminder's pet rabbit. They develop an awareness of the wider world and diversity through celebration of different festivals and positive images in their toys and resources.

Children enjoy the meals that have been prepared by their parents, the childminder stores them in the fridge and ensures these are of a suitable temperature to eat. Drinking water is freely available to ensure children's energy is replenished at all times. Children are encouraged to be safety conscious whilst still maintaining their independence, as the childminder gives clear explanations on how to slide down the slide safely.

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:

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 (CR5) 10/06/2009

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 early years section of the report (CR5) 10/06/2009