

Inspection report for early years provision

Unique reference number	EY235912
Inspection date	07/01/2009
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 in 2002. She lives with her husband, adult son and younger son, aged 15 years, in Sale. The whole of the ground floor is used for childminding; this comprises of the lounge, kitchen and toilet. There is a fully enclosed garden available for outside play. The family have a dog. Access is gained to the property at the front of the house on the ground floor level.

The childminder is registered 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 who attend on a variety of placements; of these four are on the Early Years Register. The childminder is a member of the National Childminding Association. Links with other provider of the Early Years Foundation Stage (EYFS) have been established.

Overall effectiveness of the early years provision

The childminder's home is warm and welcoming. Inclusion is reasonably well promoted. Children make steady progress in their learning and enjoy the suitable range activities provided by the childminder. Friendly relationships have been established with parents to promote security and consistency in children's lives. The childminder is aware that key areas for development centre around planning, assessments and aspects of documentation related to the welfare requirements.

What steps need to be taken to improve provision further?

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

- continue to develop procedures with regard to children's assessment ensuring that they are clearly linked to the curriculum and identify the next stages of children's learning
- implement procedures to show the depth and balance of the curriculum that is being delivered to the children
- provide more opportunities for children to engage in physical play outdoors
- further develop partnerships with parents by providing them with opportunities to be involved in establishing their children's starting points with regard to learning and development.

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

- conduct a written risk assessment of your home ensuring that it covers all aspects of the environment that need to be checked on a regular basis (Suitable Premises, environment and equipment) 28/01/2009
- conduct a full risk assessment for each specific outing 28/01/2009

(Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

The childminder provides a safe environment for children. Children are at all times well supervised and the childminder recognises her responsibility to ensure that all adults who come into contact with the children are suitable. The childminder's home is secure. Although no safety issues have been identified at this inspection the childminder has not conducted a risk assessment of her home. Furthermore, a full risk assessment for each specific outing is not in place. Both of these issues are breaches of legal requirements. All other necessary contractual details and consents are in place. The safety of children is further enhanced as the childminder clearly understands procedures to follow should she have a professional concern about a child. Some training on the Early Years Foundation Stage has been accessed to help the childminder keep her abreast of changes in the childcare sector.

Satisfactory procedures are in place to monitor and evaluate the provision. The childminder is able to critically analyse her practice and is aware of where the gaps in her provision lie. She also has some written evidence of reflective practice and shows a strong commitment to develop her childminding practice further with the support of Sure Start. Recommendations from the last inspection have been met.

A range of written policies are available to help parents understand how the childminder's service works in practice. New children are admitted on a gradual basis and individual routines and preferences are recognised and met. Parents are kept informed about how their children have spent their day as they receive daily verbal feedback from the childminder. However, there are no systems in place to involve parents in identifying their children's starting points with regard to learning and development. Simple but effective communication systems are in place with others to ensure that children's needs are met in other settings.

The quality and standards of the early years provision

Children benefit from being cared for in a home which is warm, clean and provides them with ample space to move around freely and play in comfort. Most play opportunities take place in the lounge, which is light bright and airy. Patio doors in the lounge give children direct access to the back garden. When the weather is hot children thoroughly enjoy the time they spend outside playing in the garden and at the park developing their physical skills. However, during the winter months when the weather is cold insufficient emphasis is put upon physical play outdoors. Children also have the added convenience of having toilet facilities on the ground floor. A balanced range of resources are available which children can access quickly and easily. Other toys are stored in the garage and are rotated on a daily basis to reflect the interests and choices of the children. Children benefit from healthy, nutritious snacks, which include whole meal toast and fruit. Drinks are within children's reach at all times to allow them to quench their thirst. Children

enjoy regular outings to toddler group where can explore alternative play environments, socialise with their friends and learn about the world around them as they celebrate a variety of cultural festivals. When walking with the childminder children learn about road safety and are restrained appropriately in car seats when travelling by car. Fire drills are practised on a regular basis to further heighten children's awareness of personal safety. Minor injuries are treated appropriately as the childminder is fully qualified in first aid and has a fully stocked first aid box. Suitable nappy changing routines are in place and children learn about the importance of good personal hygiene as they wash their hands at appropriate times of the day, such as before eating and after toileting.

The childminder has a basic understanding of the learning and development requirements of the EYFS. However, there are no systems in place to demonstrate the depth and balance of the curriculum that is being delivered to the children. Furthermore, assessments to record children's progress are not yet fully developed. Children are settled and make visitors to the setting feel very welcome, confidently tell the inspector their name and age. Good manners are promoted and children are delightful and well behaved. The childminder has established warm, caring relationships with the children and they clearly enjoy the time that they spend in her care. Conversational skills are developing well and the childminder repeats words and phrases to help children develop their language skills. Through discussions with the childminder children acquire knowledge; for example, they learn about different types of weather and that fur is a soft material. Children are encouraged to think and express themselves as they play. For example, children talk about what they are doing as they build a house with building blocks. Books are available and regular trips to the library help children to develop a love of reading. Identifying the colour of building blocks, counting in sequence and matching shapes helps children develop their problem solving and reasoning skills. Children are beginning to take an interest in technology. For example, they enjoy pressing buttons on electronic toys and listening to the music and observing the flashing lights. Playing with small world toys allows children to engage in meaningful role play. An acceptable range of creative opportunities are at times available to allow children develop their artistic talents.

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?	2

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?	2
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:	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

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.