

## Inspection report for early years provision

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<b>Unique reference number</b>	EY251422
<b>Inspection date</b>	24/11/2008
<b>Inspector</b>	Sheila Iwaskow

<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 was registered in 2002. She lives with her husband and three adult children in the Northenden area of Manchester. Children have access to the lounge, dining room and kitchen. Toilet facilities are on the first floor. There is a garden at the rear of the property for outdoor play. The family have a pet rabbit. Access is gained to the property at the front of the house on the ground floor level.

The childminder is registered to care for a maximum of six children at any one time on the Early Years Register and the 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 nine children on roll and of these, five are on the Early Years Register. The childminder is a member of the National Childminding Association. Links have been established with other providers of the Early Years Foundation Stage Curriculum (EYFS).

## Overall effectiveness of the early years provision

Although children make sound progress in the learning and development, procedures to fully promote the welfare of the children are ineffective. Several specific legal requirements of the EYFS are not being met. Children are, however, happy in the childminder's care and her home is warm and welcoming. Activities provided are age related and suitable. Positive relationships have been established with parents.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that all persons over 16 years of age and living in the house are vetted (Safeguarding and promoting children's welfare) 08/12/2008
- ensure that a certificate of registration is clearly displayed during childminding hours (Organisation) (also applies to the compulsory and voluntary parts of the Childcare Register) 08/12/2008
- undertake a full risk assessment for each specific outing (Safeguarding and promoting children's welfare) 08/12/2008
- request written parental consent to seek emergency medical advice or treatment (Safeguarding and 08/12/2008

promoting children's welfare).

To improve the early years provision the registered person should:

- ensure that assessments are securely linked to the areas of learning and identify the next stages of children's learning
- provide parents with opportunities to be involved in identifying their children's starting points with regard to learning and development
- develop procedures to monitor and evaluate the provision.

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

Procedures in place to safeguard children are weak. Although the childminder has an understanding of what to do if she has a professional concern about a child she has failed to ensure that all adults living in the house have been vetted. This is a breach of a legal requirement. The childminder has carried out a detailed risk assessment of her home. However, risk assessments for outings are not in place. This again is a breach of a legal requirement. At the last inspection, to further promote the safety and meet the individual care needs of children, the childminder was asked to ensure that all relevant contractual details and consents were in place. This recommendation has in the main been met. However, written permission from parents to seek emergency medical advice or treatment for their children has not been obtained. Furthermore, the childminder is not currently in possession of a registration certificate. Both of these issues are further breaches of legal requirements. To keep abreast of changes in the childcare sector and to provide a more inclusive environment for children the childminder has completed some training in the delivery of the EYFS curriculum.

Parents are happy with the service that the childminder provides for their children. Written procedures, including a complaints policy are in place to give parents an understanding of how the childminder's service works in practice. Informal chats inform parents about how their children have spent their day. However, parents are not involved in children's initial assessments to identify their starting points with regard to learning and development. The childminder works with class teachers at school to ensure progression and continuity of learning and care.

Procedures for self-evaluation are in the early stages and not yet fully developed. Through discussion the childminder is beginning to identify some of her strengths and areas that need to be improved.

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

The childminder has a reasonable understanding of the learning and development requirements of the EYFS. Systems have been put in place to monitor and assess children's progress. The childminder takes photographs of children's achievements and makes written observations of their progress. However, assessments are not securely linked to the six areas of learning and do not identify the next stages of children's learning. Furthermore, there are no clear systems in place to show, over

time, the depth and balance of the curriculum that is being delivered to the children.

Space is suitably organised to allow children to move around freely. An extensive range of resources are stored in an upstairs bedroom to support all areas of children's development. A variety are set out each morning before the children arrive. Children clearly enjoy playing with toys which are stored at their level and appeal to their interests. Appropriate furnishings are in place to allow children to eat and rest in comfort.

Good emphasis is placed on developing children's social skills which contributes towards their economic well-being. They enjoy interacting with each other, the childminder and members of her family. Children behave well, are respectful to others and always remember to say please and thank you. Activities which promote mathematical awareness are routinely incorporated into children's play. For example, they excitedly identify the colour of the play dough as they manipulate it using cutters and rollers to make thin sausages and peas. Shape sorters are used to help children recognise basic shapes, such as circles, triangles and rectangles. Completing jigsaws and singing simple number rhymes help children to begin to develop their problem solving skills.

A varied selection of outings helps children's understanding of the local community and the world around them. For example, they enjoy visits to the zoo, library and indoor activity centres. Walking through the woods looking for butterflies gives children the opportunity to explore the natural world. Children from other cultures are welcomed into the childminder's home. The childminder is sensitive to their needs and has learnt some key phrases in the children's home language to show that they are valued as individuals. Children also celebrate festivals from other cultures which further raises their awareness of diversity.

Children develop life skills through meaningful role play. For example, they have lots of fun pretending to be a shopkeeper, scanning items using an electronic till or feeding and dressing the dolls. Children play out in all weathers, suitably dressed to protect them from the elements. Walking in the local area and to and from school allows children to appreciate the importance of exercise to a healthy lifestyle. Playing on fixed play equipment at the park and with the range of resources in the childminder's back garden helps children develop their physical skills.

Children are cared for in a warm and clean environment. They show an awareness of managing their own safety as they participate in fire drills, help tidy toys away and recognise the sensible house the childminder has put in place. The childminder recognises the importance of providing children with wholesome food to help them grow and develop. Sample menus are available to allow parents to appreciate the quality of the food provided by the childminder. Drinks are always close by to allow children to independently quench their thirst.

## 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>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
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?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
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](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:

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 (CR15) 08/12/2008

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 (CR15) 08/12/2008

## **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.