

Inspection report for early years provision

Unique reference number	EY252114
Inspection date	06/01/2009
Inspector	Judith Anne Kerr
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 partner and two children aged 10 and seven in the Swinton area of Salford, Greater Manchester. The whole of the ground floor except the kitchen and the first floor bathroom are used for childminding. Access is gained to the property at the front of the house on the ground floor level. There is a fully enclosed yard for outdoor play. The property is within walking distance of local schools and amenities.

The childminder is registered to care for a maximum of four children at any one time on the Early Years Register and the compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register. There are currently three children on roll who attend on a variety of placements; all of these children are on the Early Years Register. The childminder walks to and from school to take and collect children. She attends the local adult and toddler group and visits the park and library.

The childminder has a level 3 qualification in early years care and education. She is a member of the National Childminding Association and has attained their quality first award.

Overall effectiveness of the early years provision

Children thrive in a child focused environment which is organised to meet their individual needs. The childminder's secure knowledge of the Early Years Foundation Stage (EYFS) enables her to help them to make good progress in all aspects of their learning. She is beginning to monitor and evaluate her practice so that key strengths and areas for improvement can be identified. Through seeking to increase her own knowledge, she has developed the quality of her service, to effectively promote the learning and development of all of the children she cares for.

What steps need to be taken to improve provision further?

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

- further develop the planning systems to show that a broad and balanced curriculum is being delivered and ensure the next steps of children's learning are consistently predicted
- continue to develop the systems for self-assessment to identify clear targets for future improvement.

The leadership and management of the early years provision

Children enjoy a stimulating and interesting environment with their art work on display. The childminder demonstrates a secure knowledge and understanding of

the procedures for safeguarding children. All adults in the household have been vetted to ensure their suitability to have regular contact with children. The safety of the premises is monitored by monthly and daily risk assessments. In addition, risk assessments are undertaken for taking children on outings. The childminder has a purposeful attitude towards providing an inclusive environment for children with disabilities and, as a result, their care needs are well met.

A well organised and comprehensive set of children's documentation is in place. This information is beneficially implemented, to ensure that all children in her care are safe and well cared for. She is constantly seeking ways to improve her provision and attends ongoing training whenever possible. The childminder has attended various short courses, such as safeguarding and food safety and has successfully completed a level 3 childcare qualification. Good progress has been made since the last inspection to improve children's access to drinks and resources. Self evaluation systems are just starting to be used as a way of reflecting on what is being done well and identifying areas for improvement.

Effective working relationships exist with parents and others to ensure that children experience continuity of care. Good quality information is made available to them regarding the childminder's service. Discussions at either end of the day and a completed daily diary keeps parents well informed about their child's day. Parents have written many comments about the service provided. All are very positive and describe how well their children have developed whilst in her care.

The quality and standards of the early years provision

The childminder has successfully embraced the changes brought about by the implementation of EYFS and ensures children make good progress towards the early learning goals. Detailed information is gathered from parents about the children's likes, dislikes and the things they can do. The childminder uses this as a basis on which to build their learning. Children's starting points are identified and they are carefully observed as they play and learn. This information is recorded and linked to the six areas of learning in their individual files. These are shared regularly with parents. However, the planning is still in its early stages and does not monitor the depth and balance of the curriculum or consistently identify the next steps for development. Parents know about the files, can look at them whenever they want and are invited to contribute to the process.

Children are encouraged to make their own choices from the broad range of resources stored on open shelving and in boxes and clear plastic crates. This contributes to their growing independence. They regularly embark on outings to local parks and toddler groups. This extends the children's awareness of their local environment and gives them opportunities to take exercise in the fresh air and to develop their physical skills. Children dress up as doctors and nurses and play imaginatively as they pretend to make each other well again. Their communication skills are developing well, as the childminder responds to toddlers babbling and gurgling, by constantly talking to them. They are confident and sociable and respond to visitors by smiling at them and playing 'peek-a-boo' repeatedly. Children are very well supported by the childminder, who helps them to

understand why and how they should share toys and take turns. There is a broad range of interesting resources, such as dolls, finger puppets and a wheelchair which help to promote children's understanding of the wider world. All these experiences contributes to their future economic well-being.

The childminder uses her home and her knowledge of child development to good effect. The environment is well organised to allow children to safely and easily access toys and resources which are suitable for their individual stage of development. Children's safety is assured as risks are minimised and they learn how to keep themselves safe. For example, an evacuation plan is in place and monthly fire drills are practised to ensure they know what to do in the event of an emergency. The childminder is perceptive in recognising children's individual needs, for example, when a two year old appears tired out of his pattern, the childminder knows that this is a sign that he is ready for a sleep. Children benefit from a range of healthy and nutritious snacks, such as potato cakes and bananas. Drinks are freely available in individual beakers for children to quench their thirst whenever they wish.

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?	1
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

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

Since the last inspection there have been no complaints made to Ofsted.

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.