

Inspection report for early years provision

Unique reference number	EY358856
Inspection date	09/03/2009
Inspector	Kay Margaret Armstrong
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and adult daughter. The family live in the Springhead area of Oldham, close to shops, parks and the library. The whole of the ground floor and the rear bedroom is used for childminding purposes. The bathroom is on the first floor. The rear garden is available for outdoor play.

The childminder is registered to care for a maximum of three children at any one time in the early years age range. She is currently minding three children, two of whom attend on a part-time basis. The childminder also makes provision for children who are older than the early years age group as she is registered on both the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a range of stimulating opportunities and fun activities to support children's individual learning needs. Children are welcomed into a fully inclusive, child friendly environment. They benefit as the childminder has established positive partnerships with parents ensuring continuity of care. The childminder has begun to develop links with other providers of the Early Years Foundation stage (EYFS). She demonstrates a commitment to good practice as she continues to update her childcare knowledge to maintains continuous improvement in her practice.

What steps need to be taken to improve provision further?

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

- ensure the identified next steps in children's learning are considered when planning activities
- request parents sign records of medication administered
- improved risk assessments to cover all areas of the home, paying particular attention to fire prevention in the loft extension.

The leadership and management of the early years provision

The childminder is committed to providing an inclusive service to children and their families. She has developed a comprehensive range of well-written policies and procedures which are available to parents and underpins her good practice. The childminder maintains the records and documentation required by the regulator. Most of these are in good order however, parents have not been requested to sign the record of medication administered, which impacts on children's overall welfare. The childminder has documented with photographs and text children's progress, which parents have regular access too. This means that parents are kept well informed about their children's achievements and the activities they are involved

in. Observational records of children's progress are linked to the EYFS curriculum and the childminder demonstrates a good understanding of the next stages in their development. She informally plans activities which are fun and promote children's overall learning however; the information regarding children's next steps does not always inform the planning for children's progress.

The childminder is mindful about children's safety and minimises the risk of most hazards. She conducts risk assessments for the premises. However, the childminder has not considered the potential consequences of the fire commencing in the loft extension. Children are well supervised and they are learning about some aspects of keeping themselves safe. For example, they have discussed stranger danger, what to do in the event of a fire and when they are out walking they practise the Green Cross code. The childminder has a good understanding of her role in safeguarding children. She is fully aware of the procedures to follow should a concern arise.

Children benefit as since her registration the childminder has worked hard to develop her knowledge of childcare practices. She has attended several training courses and is presently undertaking an National Vocational Qualification (NVQ) level 3 in childcare. The childminder demonstrates through discussion, a positive approach to self evaluation. She has a good understanding of her strengths and is clear of areas for development.

The quality and standards of the early years provision

The childminder recognises the importance of learning through play and she supports children's learning and development well through positive interactions. Well thought out activities are provided to take into account children's interest and their development needs. This ensures each child is appropriately challenged and enjoys the activities. An extensive range of well-organised resources are provided. These are displayed in a manner which invites investigation and subsequently promotes children's choices, independence and learning. Children are stimulated by first-hand experiences which provide the opportunities for them to acquire new knowledge and skills. For example, they learn about nature and life cycles, as they grow sunflowers and tomatoes. They go for nature rambles in the local countryside, walk on frozen ground, discover dens and stop to feel the rain on their hands. Children gain great enjoyment from painting activities, they explore the textures of the paints and are proud of their pictures, which are kept and treasured. This promotes children's self-esteem and confidence. Everyday activities such as matching socks, counting cars, completing jigsaw puzzles and building with construction sets promote children's understanding and awareness of mathematical concepts.

A strong emphasis is placed on developing children's language and communication skills. The childminder listens carefully to young children's utterances, echoing their early speech patterns ensuring they feel included and valued. Babies have excellent opportunities to develop their senses as they explore a wide range of resources which have pulsating lights and make noises. They laugh and giggle as they hit the bongo drums which play different tunes and flashing lights. The babies

enjoy exploring the contents of the treasure basket which provides lots of different textures. The childminder is creative when providing resources for babies, for example, she had tied together a range of different coloured cords, of various thicknesses and colours to make a toy, which babies found easy to grasp and explore.

The childminder has clearly established positive relationships with children. Babies feel secure and comforted as their home routines are maintained and they are nursed whilst being fed a bottle. Children are developing a good awareness of a healthy lifestyle as they are provided with home-cooked meals and snacks. They learn about good hygiene practices through daily routines and are developing a positive attitude to exercise as they walk to and from school daily, play in the garden and have regular visits to the park. This provides them with opportunities to run around and use the large equipment as a result; they are developing physical skills whilst they have fun. The childminder recognises and praises children's efforts and achievements this builds on their self-esteem and they behave well.

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

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 registration there has 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.