

Inspection report for early years provision

Unique reference number	EY366409
Inspection date	01/12/2008
Inspector	Susan Elaine Heap
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 2008 and lives with her partner and three children aged eight, four and 16 months in Rochdale. The whole of the ground floor is used for childminding as well as the front garden. She is registered to care for three children under eight and currently has two children on roll, one of whom is in the early years age group. The childminder is also registered on both parts of the Childcare Register. Access to the property is via a step to the front door and the bathroom is upstairs. The childminder has a National Vocational Qualification (NVQ) in Childcare and Education level 2. The family has two dogs. The childminder provides an out of school service from local primary schools.

Overall effectiveness of the early years provision

The childminder values the uniqueness of each child and has a sound knowledge of their individual needs. They benefit from a daily routine which includes a balance of free play and structured activities which help them to make steady progress in their learning and development. Children are kept safe and secure at all times and are happily engaged in their play. Positive relationships with parents contribute to ensuring the needs of children are met and that they receive appropriate support. Through an informal self-evaluation process the childminder has identified areas for future development to bring about further improvement to the quality of the service she provides for children and their parents.

What steps need to be taken to improve provision further?

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

- develop opportunities for a range of meaningful activities to help promote children's awareness of diversity, culture and disability
- continue to develop the observation, planning and assessment systems to include more detail about what children can do and their next steps in learning, ensuring confidentiality at all times.

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

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 27/01/2009
- complete a risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident and complete a risk assessment for each specific outing with the children (Safeguarding and promoting children's welfare) 16/12/2008
- provide parents with the procedure to be followed in the event of a parent failing to collect a child and the 16/12/2008

procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare)

The leadership and management of the early years provision

The childminder is generally familiar with the requirements of the Early Years Foundation Stage, although some aspects of the required written documentation are not yet in place, such as specific policies and written risk assessments for the home and individual outings. She has identified other areas herself which require further improvement, such as completing an appropriate first aid course.

The childminder has a sound understanding of safeguarding procedures which ensure that she is able to take appropriate action in the event of a concern and, therefore, protect children from harm. Particular emphasis is placed on promoting children developing a strong understanding of their own personal safety both in the home and on outings through interesting discussions and activities. For example, children are clearly able to describe the fire evacuation procedures, the colours and order of traffic lights, and how to cross the road safely. All the documentation required to support children's welfare, such as accident and medication records, is in place.

The childminder values the importance of working in partnership with parents so she provides them with a range of written and verbal information about children's welfare and learning. Parents are provided with written policies and procedures, and important documents such as the registration certificate and information about the regulator are displayed prominently. Weekly planning sheets provide parents with an overview of the children's day, including information about the activities on offer and the areas of learning currently being promoted. The childminder has developed an 'All About me' sheet which helps to provide basic information about what children can do and identifies children's starting points from which she can build on.

The quality and standards of the early years provision

Children are happy and well settled in the childminder's care and have formed good relationships with her and her family. Regular praise and encouragement throughout the day help them to develop their confidence and self esteem. Children behave well and consistently use good manners. They are developing respect and consideration for others which helps them to develop positive skills for the future, such as helping to tidy up and helping to keep the equipment in good clean condition by washing toys and equipment as part of water play.

Children benefit from an appropriate balance of free play and adult led activities which help them to make steady progress towards the early learning goals. Toys and equipment are in the main easily accessible and allow children to initiate their own play, such as choosing a shape matching jigsaw. The childminder successfully

uses her sensitive observations of children's play to build on the development of their social skills and their pre-reading and writing skills. For example, children learn about turn taking and sharing as they play games with the childminder and the other children, and practise their writing skills as they join up letters made of dots. She plays with children at their level at all times, talking and listening to them, often asking questions to check out their understanding, such as asking them how to cross the road safely. She encourages them to link letters and sounds, such as 'p is for pig and pear, can you think of another word that begins with the same letter?' Observation and assessment systems and the planning for children's individual next steps in their learning are in the very early stages of development and information is not always recorded confidentially. However, these show that the childminder has a very clear understanding of where children are at in their age and stage of development.

Organisation of the day successfully allows older children opportunities to design pictures and make collages safely while younger children are asleep. Children learn about the natural world as they observe changes in the seasons and collect leaves to make leaf prints. They learn about their local community on their walks to and from school on a daily basis or from visits to the local park and play centres. However, they have few opportunities to learn about the wider world and diversity within society.

Children are developing an understanding of healthy eating through the provision of a well-balanced diet which includes fresh fruit and vegetables daily. They often have opportunities to develop their independence as they help prepare their own meals, such as making pizzas and select their own toppings of sweetcorn, ham, cheese and tomato. They are developing good self-care and personal hygiene practices as they wash their hands before eating and after using the toilet. The home is appropriately organised to make the most of the space available and safety precautions inside and outside the home successfully ensure children are kept safe. For example, children know the boundaries that are in place in the home which protect them, such as not entering the kitchen while food or drinks are being prepared.

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?	3

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?	2
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:

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:

- complete a risk assessment of the premises and equipment at least once a year, and immediately when the need for an assessment arises, and ensure that all necessary measures are taken to minimise any identified risks (CR5.5) (applies to both parts of the Childcare Register)

16/12/2008

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:

- meet actions as specified for the Childcare Register (CR5.5)

16/12/2008

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 received by Ofsted since registration

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.