

Inspection report for early years provision

Unique reference number	EY373307
Inspection date	17/12/2008
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 husband and three children aged 16, 6 and 2 years in Moorside, Oldham. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The property is accessed via the ground floor and toilet facilities are located on the ground floor. She takes and collects children from local schools and routinely visits adult and toddler groups and play centres for younger children.

The childminder is registered to care for a maximum of four children at any one time, of whom two may be in the early years age range. She is available to provide care each weekday on a full-time basis. There is currently one child on roll who is in the early years age group. The childminder is also registered on the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder shows a strong commitment to improving her daily practice and providing a safe environment for children. Effective safety measures are in place which means that children are safe and secure at all times. Through reflective practice, self evaluation and attending various training courses, she successfully identifies and targets areas for development which have a positive impact on the outcomes for each child. A good range of activities, resources and equipment are available which ensure that each child makes good progress in their learning and development. Emphasis is placed on having quality relationships with parents and other professionals which means that inclusive practice is successfully implemented.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the activities and experiences appropriate to each child's stage of development as they progress towards the early learning goals
- continue to monitor and develop the current observation and assessment systems in order to plan to meet young children's individual needs

The leadership and management of the early years provision

The childminder demonstrates a strong commitment to providing a quality professional service to young children and their families. She is enthusiastic about developing her knowledge and understanding through training and receptive to new ideas and thinking. For example, although she has only been minding for a few weeks, the childminder successfully reflects on her daily practice and partnership working, to ensure that each child's unique needs are met, such as

introducing new policies and procedures.

She is well informed about child protection issues and the procedure to follow if she has any concerns about a child. Appropriate risk assessments are completed and a daily check is documented to ensure children can move around her home safely. Additional safety procedures, such as wearing high visibility vests and wrist straps with emergency contact numbers on during outings ensure children are well safeguarded.

The childminder values the importance of effective communication and partnership working with parents and other professionals to ensure that each child reaches their full potential and that their welfare is effectively promoted. Parents are provided with a good range of written and verbal information about children's welfare and learning. The use of an initial information booklet and then a more detailed policy and procedure handbook ensure that parents are fully informed about all aspects of the provision. Information about children is shared both verbally, and in writing in a diary on a daily basis. The childminder has successfully introduced a 'My learning journey' book for each child which is shared with parents. This records children's starting points and then, through direct observation, photographic evidence and identifying the next steps, children's progress is clearly planned for. However, it is recognized that this is in the initial stages of development.

The quality and standards of the early years provision

Children are valued and respected as individuals which ensures children's specific needs are appropriately supported. They are happy and well settled in the childminder's care because she offers lots of praise and encouragement which helps them to feel confident and secure. This is particularly beneficial to the very young children. She spends time at their level, giving good eye contact and interacting with them, helping them to become confident communicators.

A wide range of toys and equipment which cover all six areas of learning are easily accessible to allow children to experiment for themselves and initiate their own play. A good balance of free play and adult led activities help the youngest children make steady progress towards the early learning goals. For example, by identifying children's starting points and making sensitive observations, children's next steps are identified and planned for, such as developing their learning through tactile and sensory experiences. Through attendance on training courses the childminder has acquired a secure knowledge of the Early Years Foundation Stage welfare requirements. She has successfully put systems in place to ensure children's health and welfare are effectively safeguarded, such as systems to prevent the risk of cross infection and organising the home to ensure that children can rest, play and eat in safety and comfort. However, her knowledge of the learning and development requirements is not as secure, such as identifying how specific activities link into the six areas of learning, particularly for older children.

A good range of opportunities and experiences are available on a weekly basis which help children develop their sense of community, such as attending adult and

toddler groups or play centres. These provide opportunities for children to develop their social and physical skills. They have opportunities to be creative in the home environment as they experiment with colour and texture as they paint or make models and collages.

The childminder provides a good range of freshly prepared meals and healthy snacks, as a result, children are well nourished. Older children are encouraged to develop an understanding of healthy eating through being involved in the process of preparing their meals and snacks, such as making their own pizzas or peeling vegetables and fruit. The childminder has also achieved a 'Healthy eating' award.

Children of all ages have opportunities to develop a clear understanding of behavioural expectations which help them to develop positive life skills for the future. For example, through the use of simple house ground rules, which are clearly displayed in both written and pictorial form, which concentrate on positive behaviour, such as helping to tidy up and being kind to each other.

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?	3
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?	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 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.