

Inspection report for early years provision

Unique reference number	EY374650
Inspection date	09/01/2009
Inspector	Jannet Mary Richards
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. She lives with her husband and two children aged four and 12 years in the Salford area of Greater Manchester. The lounge/ dining room, kitchen, back bedroom and bathroom on the first floor are used for childminding. There is an enclosed yard for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time, and is currently caring for two young children. The childminder walks to local schools to take and collect children. The family has three dogs and three ferrets. The childminder attends the local toddler group. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children's welfare is promoted effectively as the childminder has suitable procedures in place to keep them safe and healthy. They make sound progress in their learning and development as they enjoy a suitable range of play activities appropriate to their stage of development, though the systems to assess their progress are not yet established enough. The childminder forms positive relationships with children and their parents and carers, ensuring that they are all made to feel welcome and valued as individuals. The childminder has begun to assess her childminding service and identify areas to develop. She has a good commitment to the future development of her service.

What steps need to be taken to improve provision further?

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

- develop observation, assessment and planning systems to ensure that children's learning and development is planned for and promoted in each area of learning
- develop the range of outdoor play opportunities for the children
- develop awareness of the learning and development requirements in order to support children more effectively
- include the use of the stairs and gaps in the bannisters in the written risk assessment, and take any necessary action to minimise risks
- review the safeguarding policy to include a procedure to follow in the event of an allegation against the childminder

The leadership and management of the early years provision

The childminder organises her time, her home and toys suitably to ensure that the children have plenty to do and have their needs met appropriately. She ensures that children's emotional well-being is given priority as she spends time with the children to settle them and develop positive relationships. The childminder has

developed her own detailed written policies and procedures which she follows well in practice for the benefit of the children. She has effective health and hygiene policies, for example, providing the children with nutritious foods and a hygienic home environment which benefits their health. The safeguarding policy, however, lacks some detail.

The childminder has written risk assessments and puts suitable measures in place to keep children safe. The staircase presents a possible hazard, however, and although the children are well supervised when using the stairs, the hazard has not yet been assessed thoroughly. The childminder develops good relationships with parents and carers; she works well with other daycare providers to meet the needs of families. She has appropriate systems in place to keep parents informed about what children do each day. The childminder and parents work together to support children's development. The childminder follows children's familiar home routines, for example, to ensure a consistent approach.

Since registration the childminder has attended some training relating to the Early Years Foundation Stage framework. She has a positive approach and is keen to develop her childminding service. She has made good efforts to introduce systems to support the children in line with this framework, and recognises the need to develop her knowledge of the learning and development requirements further in order to ensure that children can make good progress. The childminder demonstrates a sound ability to assess what she does well and make plans for the future development of her service.

The quality and standards of the early years provision

Children make sound progress as they enjoy a suitable range of play activities which encourage their learning and development. They develop a suitable range of skills for their future well-being. They enjoy developing their imagination and creativity as they act out familiar scenes, such as taking the dolls for a walk or making dinner in the kitchen area. This area of development is encouraged well by the childminder as she provides the children with plenty of imaginative toys and joins in with the children's games enthusiastically. Children develop communication skills generally well as the childminder talks to them often about what they are doing, and asks them simple questions as they play, such as, 'what colour?' to encourage their learning. Daily routines are also used as a learning experience, together the childminder and children count the number of stairs as they climb up and down, for example. The childminder has recently begun to observe the children as they play and make written notes about what they can do. These do not yet link clearly to the areas of learning and development, however, which means that children's progress is not clearly planned for.

The children have plenty of space to play in the childminder's home and are able to develop their play ideas indoors. Although children visit the park often, they have limited interesting opportunities for outdoor play at the present time, however, as they do not use the garden very often.

The children develop confidence and positive self-esteem as they settle well with

the childminder. They attend for visits with their parents and the childminder gets to know them well, enabling the children to settle gradually at their own pace. The childminder is sensitive and caring, she develops positive relationships with the children. As a result, children enjoy the time they spend with her.

Children's welfare is suitably promoted. The childminder supervises them well to keep them safe. She talks to them about road safety and stranger danger when they are out and about in order to raise the children's awareness of how to stay safe. The children enjoy a very healthy diet as the childminder prepares nutritious meals and snacks for them using fresh ingredients. Children's specific dietary needs are accommodated very well as the childminder talks to the parents about diet and ensures that this is tailored to each child's individual needs. Children behave well in the care of the childminder as she has a sound understanding of how to manage behaviour and interacts positively with the children. The children are encouraged to have a positive approach as they play with a good range of toys and books with positive images of different people in society which reflect their own and other backgrounds. In addition the childminder talks to them about differences to encourage their awareness of diversity and ensure that all children are included and welcome.

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?	3
How well are children helped to be healthy?	2
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

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.