

Inspection report for early years provision

Unique reference number	EY376292
Inspection date	24/03/2009
Inspector	Angela Cuffe
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 has been registered since 2008. She lives with her husband and two children aged one and three in Gorton, Manchester, within walking distance of shops, schools and parks. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time, one of which may be in the Early Years Foundation Stage age range. The childminder is also registered on the compulsory and voluntary part of the childcare register. There are currently five children on roll.

The childminder attends a local carer and toddler group on a regular basis. She is a member of the National Childminding Association. The family has a cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder works generally well to promote children's well-being and development. Children are happy and well settled in the homely environment. They are involved in a mixture of planned activities and play with some toys, although these are not accessible for all children to choose from. She is aware of her strengths and weaknesses and strives to continually improve her provision by attending relevant training courses.

What steps need to be taken to improve provision further?

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

- ensure the learning environment is stimulating and inviting and toys and equipment both indoors and outdoors are made available to all children
- ensure observations are detailed and take account of children's starting points to help them make progress towards the early learning goals
- develop an understanding of equal opportunities in order to provide children with appropriate learning experiences that link to different cultures and religions. Ensure all children are supported, particularly those for whom English is an additional language
- increase toys, equipment and activities to promote positive images of different cultures and religions

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

- maintain a record of risk assessment of the premises, including assessments for each specific outing with the children, clearly stating when it was carried out, any action taken and date of review (Suitable premises, environment and equipment)

14/04/2009

The leadership and management of the early years provision

The childminder demonstrates a basic knowledge of the Early Years Foundation Stage framework, making some observations of the children. However, these observations are vague and do not take account of children's starting points, link to planning or children's individual learning goals. children have little opportunities to become independent, because toys are stored in the hall which children can't access freely. The childminder chooses some toys and puts them in the living room for children to play with. A daily routine promotes children's welfare and meets their needs. Most of the required records and documentation are in place and stored securely.

Daily discussions with parents keep them informed of their child's development. The childminder informally links with parents to discover children's routines and maintain children's progress. She is committed to meeting children's individual needs, she is aware of her strengths and weaknesses and although she has made some improvements since registration, she has made little progress to obtain a suitable range of toys and equipment.

The childminder has effective systems in place to ensure all adults who are in regular contact with the children are adequately checked. She understands her role in safeguarding children and the procedures to follow if she has concerns about children's welfare. There are written safeguarding procedure in place which is in line with the 'Local Safeguarding Children Board' procedures and includes procedures to follow if an allegation is made about the childminder or associates.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. The childminder dedicates her time to playing and interacting with the children who clearly have a very warm and positive relationship with her. Children sit at the table whilst the childminder supports them with drawing and writing, she helps children to put shapes in the shape sorter and shows them which buttons to press to make the music play. However, resources are limited and there are few that reflect positive images of different cultures and religions. This limits Children's understanding of the world around them. Toys are inaccessible to the children which means they cannot make informed choices about their play and learning.

The childminder knows the children well; she gathers information on the children and recognises that they are all unique. She observes children as they play and records some of this information in a file, but does not use this information to plan their next steps. The childminder regularly takes the children to groups, which gives them the opportunity to socialise, share resources and explore different play environments. Children are confident speakers and express themselves clearly. For example, when playing, one child is speaking freely in her home language and pointing at the clock, she waits for the childminder to say the English name for clock and then points at other objects in the room. She holds her arms up to the

inspector to be lifted onto her knee and happily chats to her.

The childminder teaches children to stay healthy by promoting their understanding of healthy eating and active lifestyles. They discuss healthy foods at meal times. The childminder reinforces good behaviour with the use of sticker charts to praise and encourage them. Children learn about keeping themselves safe, for example, they talk about road safety and stranger danger and practise fire drills on a regular basis. Good practices at snack times reinforce and support children to adopt good hygiene routines.

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?	3
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
---	-----

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 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.