

Inspection report for early years provision

Unique reference number	EY370236
Inspection date	09/01/2009
Inspector	Nighat Ghani
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 six year old son in the Whalley Range area of Manchester. Areas used for childminding purposes are playroom, dining room/kitchen, downstairs toilet/hand wash facility. Patio garden and side bark garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time, three of whom may be in the Early Years Foundation Stage age range. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, who attend on a part-time basis.

The childminder is able to take and collect children from school. She is a member of the Trafford Childminding Network and the National Childminding Association. Links have been established with other providers of the Early Years Foundation Stage Curriculum.

Overall effectiveness of the early years provision

The childminder provides a welcoming environment where children enjoy their time and make satisfactory progress. Although the childminder is aware of how children learn and develop, her methods for assessment and planning for individual children are not fully developed. She is in process of evaluating her service and is able to identify the areas which needs improving. She has established good links with the other Early Years providers, but has no system in place to encourage parents to involve in their children's learning. Some gaps in the welfare requirements have been identified

What steps need to be taken to improve provision further?

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

- make an assessment on children's observations and identify their next step and use this information for planning
- carry out more effective self assessment to enhance children's learning and development
- develop a system to encourage parents to be involved in their children's learning
- implement good hygiene practices to eliminate spread of infection
- obtain parents permission to seek emergency treatment or advice and seek knowledge of the procedure to be followed if an allegation is made against a childminder or any family members.

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

- improve risk assessment procedures to include

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children's outings and identify when and by whom they have been checked (Safeguarding).

The leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children and is fully aware of the procedures to follow should a concern arise. However, she is not clear about the procedures to follow if an allegation is made against her or any member of the family. She is committed to meeting children's individual needs and promotes an inclusive environment for children and their families. She has had training on Introduction to Early Years Foundation Stage and is making changes in her practice to reflect this.

Systems for monitoring the effectiveness of her provision is in its infancy and as a result there are some gaps in learning and development and welfare requirements. The childminder carries out regular checks on the premises to identify potential hazards and some risk assessments are in place. However, these do not include assessment of risks on outings or show clearly when and by whom they were carried out.

Children's records and documentation are kept to a good standard and information is reviewed and updated on a regular basis. Children's care is enhanced by the strong relationships between the childminder and parents. Detailed registration forms and regular discussions at the end of the day ensure that the care needs of the children are effectively met. The childminder has formed good links with the other Early Years providers but has not identified clear systems to encourage parents to get involved in their children's learning.

The quality and standards of the early years provision

The childminder has a some understanding of how children learn and develop in different ways. She seeks valuable information from parents to establish children's starting point. She has introduced systems for recording children's observations but has not assessed these or identified children's next step. Consequently she plans mostly for the children's group needs rather than individual needs. A wide range of resources are stored at a low-level, which promotes choice and independence. Consequently, children confidently make their own decisions and happily play board games and ask the childminder to join in. The childminder consistently talks to the children, introducing new and interesting words, such as whales and mammals to help enrich children's conversations.

Children are happy and confident in their environment. They relate well with each other and have made close attachments with their peer group. They are developing understanding about the wider world through activities and celebration of different festivals. However, there are limited resources which promote equality of opportunity and anti-discriminatory practice.

Children behave well. They have a good understanding of acceptable behaviour due to clear boundaries and expectations which are given to help them learn right from wrong. They are encouraged to share and take turns when playing. They enjoy helping with tasks, such as to tidying up before meal times. Children learn appropriate hygiene practices as they wash their hands before eating and after using the toilet. However, they use a communal towel to dry their hands, which increases a risk of cross infection. Most of the health and safety documentation is in place, however, the childminder has not yet obtained parents permission to seek emergency treatment or advice.

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
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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.