

Inspection report for early years provision

Unique reference number	503117
Inspection date	04/11/2008
Inspector	Anne Drinkwater

Type of setting	Childminder
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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 2002. She lives with her three children aged two, five and nine years in the Woodhouse Park area of Manchester. Her niece, a registered childminder also works on the premises. The house is close to local schools, playgroups, shops and a park.

Minding takes place on the ground floor of the house in the lounge, dining room, kitchen and the conservatory. Toilet facilities are available on the first floor of the house. There is a fully enclosed area at the front and rear of the property for outdoor play. The family have a rabbit and fish.

The childminder currently has two children on roll, she is registered to provide care for a maximum of four children at any time under the Early Years Register and the compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register to enable her to care for older children. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are cared for in a homely environment where they are supported to make steady progress in their learning and development. They are cared for in a generally safe and secure environment and enjoy regular outings to learn about the world around them. Children are seen as individuals by the childminder who takes positive steps to include all children and meet their additional needs. The childminder is not fully confident in assessing, observing or planning to meet the Early Years Foundation Stage framework (EYFS) or her self evaluation. This impacts on her ability to bring about continuous improvements in learning and development and to the service provided.

What steps need to be taken to improve provision further?

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

- develop systems for observing and assessing children's progress and use to plan for the next steps in their learning and development
- improve the range of sensory and natural materials and activities for babies and young children
- develop systems to include parents in children's assessments and learning
- continue to develop self evaluation to bring about continuous improvements to the service provided.

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

- conduct a risk assessment for each type of outing and ensure that it is reviewed as and when required (Safeguarding and Welfare) (also applies to the

18/11/2008

compulsory and voluntary parts of the registers).

The leadership and management of the early years provision

Self evaluation is at a formative stage. Nevertheless, the childminder has a positive commitment to developing her skills and knowledge to enable her to improve the service she provides. She frequently attends relevant training courses, such as First aid, Child protection and EYFS. The recommendations made at the last inspection have been acted on to bring about improvements to the children's care and learning. Children are cared for in a well organised and child friendly environment. Examples of their creativity and educational posters are displayed on the walls and windows. The childminder supports children well by actively joining in and facilitating their play and learning.

In the main children's safety is given priority. They are safeguarded because the childminder is well trained in safeguarding issues and knows the procedures to follow should she have concerns about a child's safety and protection. A risk assessment for the premises and outdoor areas has been conducted and effective safety precautions and procedures put in place to minimise identified hazards; however the risk assessments do not include trips into the community, which is a requirement of registration. Parents are kept suitably informed about their child's activities and care routines through daily discussions and a comprehensive range of written policies. However, partnerships with parents and other providers need to be developed further to ensure they are making progress towards the early learning goals.

The quality and standards of the early years provision

The childminder has an intuitive understanding of children's development but it is not formally linked to the EYFS. She knows individual children and their interests and abilities well and uses her knowledge to positively promote their learning. Systems for observing and assessing children's progress are at an early stage and are not used to plan for the next steps in children's development. Children participate in a balanced range of child and adult led activities that are designed to stimulate their development across the six areas of learning. They confidently choose what to play with from the easily accessible toys and activities. A particular favourite of the boys is the weekly baking sessions.

Regular trips and outings help to develop the children's knowledge and understanding of the world. They look forward to seeing the animals at the nearby farm and parks. Babies are starting to learn how to communicate by using facial expressions, gestures and by vocalising their pleasure or displeasure. They love to look at books and have lots of opportunities to develop their physical skills and are starting to gain control and co-ordination over their bodies. However; opportunities to explore sensory and natural materials are lacking.

Children are actively learning how to keep themselves safe and know what to do in

the event of a fire. Children are developing good personal, self help and social skills. They confidently manage their own personal care, happily share the toys with each other and babies are starting to learn how to feed themselves. Documentation required to ensure the welfare of the children is in place and well maintained.

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:

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:

- take action as specified in the early years section of the report (Safeguarding and Welfare) 18/12/2008

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:

- take action as specified in the early years section of the report (Safeguarding and Welfare) 18/12/2008

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 since the last inspection.

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.