

## Inspection report for early years provision

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<b>Unique reference number</b>	EY250451
<b>Inspection date</b>	26/03/2009
<b>Inspector</b>	Sheila Iwaskow

<b>Type of setting</b>	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 two children, aged 8 years and 17 months in the Burnage area of Manchester. The house is close to local schools, parks and shops. Minded children have access to whole of the ground floor of the childminder's home; this comprises of the playroom, lounge and toilet. The kitchen is only used to provide children with access to the back garden. There is a fully enclosed garden for outdoor play. The childminder has experience of caring for children with learning difficulties and disabilities.

The childminder is registered to care for a maximum of five children and is currently minding two children under five years. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the provision is satisfactory. The childminder has a good working knowledge of each child and inclusion is adequately promoted. She is kind, caring and provides a homely environment for children. Activities provided are age related and children are happy, confident and busy. The childminder has a growing awareness of the Early Years Foundation Stage (EYFS). Friendly relationships have been established with parents. The childminder demonstrates a positive attitude to continuous improvement, recognising that key areas for further development centre around planning and assessment.

## What steps need to be taken to improve provision further?

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

- ensure that assessments are consistently linked to the curriculum and used to identify the next stages of children's learning
- develop systems to clearly track children's progress towards the early learning goals and to show, over time, the breadth and depth of the balance of the curriculum being delivered to the children
- provide parents with opportunities to contribute to their children's profiles
- ensure the drain in the back garden does not pose a risk to children's safety.

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

- ensure that information about who has legal contact with the children is obtained (Safeguarding and promoting children's welfare)

09/04/2009

## **The leadership and management of the early years provision**

Suitable systems are in place to safeguard children. The childminder has a good awareness of the signs and symptoms of abuse and of procedures to follow should she be concerned about a child's welfare. Written risk assessments have been conducted of the premises and for each specific outing. Most safety features are in place to prevent children from accidental injury. For example, smoke alarms are available on both floors of the house, radiator covers are in place and a safety gate prevents unsupervised access to the kitchen and first floor of the house. However, a drain pipe in the back garden is exposed and is accessible to the children. Most aspects of documentation are in good order and organised to respect confidentiality. However, information on who has legal contact with the children has been omitted from their records. This is a breach of regulations.

The childminder is committed to providing an inclusive service for both parents and children. Relationships with parents are developing well. Letters from parents indicate that they are very happy with the care provided by the childminder. They find her to be 'an amazing childminder' and 'easy to talk to'. A good range of policies are made available to parents, helping them to understand the childminder's child care practices. Written information and informal chats at the end of the day helps parents understand how their children have spent their time when in the childminder's care. Parents are involved in identifying children's starting points with regard to learning and development, However, they do not contribute to their children's assessment profiles. Some valuable information, such as the registration certificate, complaints procedures and EYFS poster are displayed as sources of information for parents. The childminder has attempted to make links with other providers of the EYFS that children attend.

Recommendations made at the last inspection have in the main been met. The childminder is committed to meeting individual needs of children and is enthusiastic about attending further training. Since the last inspection she has attended some relevant courses, including training on the delivery of the EYFS and safeguarding children. The childminder has made a reasonable attempt to formally evaluate her childminding practice.

## **The quality and standards of the early years provision**

The childminder is working hard to create an enabling environment for children. Since the last inspection she has moved to a property where all facilities are at ground floor level and a ramp is in place to provide easy access to those with physical disabilities. The childminder's home is warm and clean. Children benefit from having a dedicated play room in which a sufficient range of print is displayed. Linguistic diversity is valued and the childminder recognises the importance of welcoming children with learning difficulties and disabilities into a sharing and inclusive environment. Planned activities, such as the celebration of cultural festivals help children to value and appreciate difference. Good quality resources are generally accessible, allowing children to make independent choices about their play. A suitable range of furniture within the childminder's home allows children to

eat and rest in comfort. Children are well supervised as they play and a time table is in place to ensure the individual needs of children who attend are met. Contingency arrangements have been made with other registered childminder's in the event of an emergency. Food provided is healthy and drinks are within easy reach to keep children refreshed. Hand washing is incorporated into the daily routine and individual towels are available to prevent the risk of cross infection. Children learn about personal safety by practising fire drills and becoming aware of the dangers of the roads.

The childminder has a reasonable understanding of the learning and development requirements of the EYFS. There is a balance of adult led and child initiated activities incorporated into the daily routine. Assessments to monitor children's progress are in the early stages and consist of photographs and brief written observations. However, assessments are not consistently linked to the curriculum or always used to identify the next stages of learning. In addition, it is not clear how the childminder, over time, monitors the depth and balance of the curriculum being delivered to children or tracks their progress towards the early learning goals. Despite this however the childminder intuitively promotes some areas of children's learning as they play. For example, completing jigsaws helps the children develop early mathematical skills. Activities are adapted to ensure that all children are included.

Children share warm relationships with the childminder, are well behaved and secure in her care.

The childminder spends time with the children, sitting with them at their level and interacting with them as they play. Conversation flows freely and as they play the childminder help children identify colours and count in sequence. Younger children laugh with delight as she tickles their toes and gaze in wonder as they observe what happens when they put two magnetic trains together. Treasure baskets are at times available to allow children to explore different textures and develop their senses. Younger children enjoy finding out how things work as they press buttons on electronic toys and watch the flashing lights. A variety of musical instruments are available to motivate children to make sounds. Children have lots of fun listening to the different sounds they can make using flutes, drums and xylophones. They engage in meaningful role play and express their own ideas as they play with small world toys, dress up and cook a meal for the inspector in the toy kitchen. Outings to local play groups, indoor play centre and the library are popular activities with the children. Children play out in all weathers, appropriately dressed to protect them from the elements. A pleasing range of resources are available in the childminder's back garden to help them develop their physical skills.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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**

There have been no complaints made to Ofsted 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.