

## Inspection report for early years provision

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<b>Unique reference number</b>	312111
<b>Inspection date</b>	13/05/2009
<b>Inspector</b>	Teresa Ann Clark
<b>Type of setting</b>	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 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 1998. She lives with her adult son in the Ashton area of Tameside. The whole of the ground floor is used for childminding purposes and bathroom facilities are situated on the ground floor. There is a secure rear court yard for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. With parental consent, the childminder takes children to local community groups and is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The childminder successfully promotes children's safety and welfare. Children are making steady progress in their learning and development, although this is not suitably planned or assessed. The childminder works with parents to ensure children's individual needs and preferences are met and to ensure they feel valued and respected. A system for self-evaluation has not been established therefore gaps in the provision are not identified.

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

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

- provide a range of experiences and activities that children can respond to by using their senses
- plan appropriate play and learning experiences based on the children's interests and needs and develop a systematic and routine approach to using observations
- promote positive attitudes towards diversity through activities that encourage children to talk about similarities and differences and the reasons for these; where necessary help children to learn to value aspects of their own and other people's lives
- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- develop a system for reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

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

The childminder organises her time, home, toys and resources appropriately to ensure that children are cared for in a safe and welcoming environment. The childminder supervises the children well, following them around the house as they play. A structured daily routine promotes children's welfare and meets their needs. Some written policies and procedures are in place and contribute towards positive outcomes for children. Records are well organised and stored securely to maintain confidentiality.

Appropriate action has been taken to address the issues from the last inspection, which has a positive impact upon children's health and well-being. However, the childminder has not set up a system for self-evaluation to identify priorities and bring about continuous improvement. She works appropriately with parents to ensure children's needs are met. Daily discussions keep parents informed about their children, but they are not fully involved in children's learning and development.

The childminder has adequate procedures in place to minimise the risk of accidents. Risk assessments are undertaken to identify any hazards and immediate action is taken to ensure children's safety. She understands her role in safeguarding children and is aware of the procedures to follow if she has concerns about children's welfare. All relevant information is easily accessible and parents are informed of the childminder's responsibility with regard to safeguarding.

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

The childminder has a satisfactory knowledge and understanding of the welfare requirements to ensure children are suitably cared for. A strength of her provision is that she knows the children very well, which enables her to provide successfully for their individual care needs and routines. The childminder's warm and caring approach enables children to feel safe and secure. Children demonstrate their affection for the childminder as they put their arms around her and say 'I love you a lot'.

The childminder has a developing knowledge of the Early Years Foundation Stage framework. Children are making appropriate progress towards the early learning goals and have easy access to good quality resources. However, there are insufficient activities and resources to promote children's sensory development. During child initiated activities the childminder does not maximise children's learning. For example, their understanding about shape and number is not supported as they build with construction. Recently introduced observation systems identify what children can do, links to the areas of learning and identify the next steps. However, this information is not used to plan for children's individual needs to ensure they reach their full potential in all areas of learning.

Children show an interest in books as they tell stories in their own words, using pictures as prompts, for example, a child tells a story to the doll about a king in his

castle. Children are beginning to use mathematical terms during their play, for example, matching objects and saying 'I've got two'. Children express their creative ideas through a range of media, such as paint, collage and role play. They act out familiar roles pretending to make dinner and biscuits in the play kitchen. Young babies enjoy exploring the environment, using furniture to pull themselves up and opening and closing doors in the play kitchen. They enjoy following the older children and joining in their play. They show interest and investigate toys that make sounds and light up.

Children enjoy a wide range of activities when visiting local community groups. This also provides opportunities for children to socialise with other children and adults. Children build positive relationships with each other. They take turns and share during their play. Children are very affectionate towards young babies as they stroke them gently and pass them toys to play with. Children have access to some resources depicting positive images, but these are not used to help children learn about the wider world. This hinders their ability to value similarities and differences.

Children learn to develop healthy eating habits as the childminder provides a varied diet, which includes plenty of fresh fruit and vegetables. She encourages children to try different foods to broaden the range of healthy foods in their diet. Children develop an awareness of safety as they learn about crossing roads safely and regularly practise the fire evacuation procedures.

## 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?	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

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## 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:

- update the safeguarding policy to include procedures to follow if an allegation is made against a member of the household (also applies to the voluntary part of the Childcare Register) (CR2).

27/05/2009

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 compulsory section of the report (CR2).

27/05/2009