

## Inspection report for early years provision

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<b>Unique reference number</b>	EY300362
<b>Inspection date</b>	22/01/2009
<b>Inspector</b>	Jannet Mary Richards
<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 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 January 2005. She lives with her teenage child in the Heywood area of Rochdale. The whole ground floor of the childminder's house is used for childminding, in addition to the rear bedroom and bathroom on the first floor. The lower level of the garden is used for outdoor play. The family has a pet dog.

The childminder is registered to care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age group and one older child in the school holidays.

## Overall effectiveness of the early years provision

Children enjoy the time they spend with the childminder. She creates a relaxed environment where children enjoy their play and make sound progress in their development and learning. Their welfare is promoted appropriately as the childminder ensures that they are generally safe, healthy and have their individual needs met. All children are made to feel welcome in the childminder's home as she values every child as an individual. The childminder works in partnership with parents to meet the children's needs, and ensures that they are appropriately informed of what the children have been doing each day. In addition she talks to others involved in the care of the children to ensure a consistent approach to their learning. The childminder has a sound ability to assess her service and plan for future developments. She is aware of the need to develop her knowledge in some areas, for example, and has booked training courses in the near future.

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

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

- develop knowledge of the Early Years Foundation Stage framework and implement systems in line with this framework to observe, assess and plan for children's progress in their learning and development.

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

- develop the written risk assessments and implement them more effectively in practice by ensuring that cleaning fluids are inaccessible to children and that they only have access to registered areas of the garden (Suitable premises, environment and equipment).

22/02/2009

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

The childminder is suitably organised and has effective systems in place to ensure that children have plenty to do, are happy and receive care which is tailored to their individual needs. She has a good range of written policies and procedures, for example, which reflect the care service she provides to the children. She has attended training, has a sound awareness of safety, and has some basic written risk assessments in place. However, these are not sufficiently rigorous to ensure that all hazards are minimised, as children have been allowed to play in an area of the garden which is not registered, and cleaning fluids are placed within children's reach in the bathroom.

The childminder develops positive relationships with parents and carers. She makes them feel welcome in her home and spends time sharing information about what the children have been doing each day, ensuring that they are suitably informed. The childminder follows parents' wishes, ensuring that her service is tailored to children's individual needs. In addition she has formed links with the local school and seeks advice from the teaching staff in order to support children in their learning. For example, she discusses how to form letters so that children who receive care from herself and also attend the school are following a consistent approach.

The childminder has not yet introduced any formal systems to assess her childminding service and plan for future development. However, she is able to identify areas which would benefit from improvement. She is aware to develop her risk assessments, for example, and her knowledge of the Early Years Foundation Stage framework. She has an enthusiastic approach, and regularly attends training to develop her childcare knowledge for the benefit of the children. The childminder demonstrates a sound capacity for improvement. Since the last inspection, for example, she has improved the fire safety measures and her knowledge of procedures to safeguard children, which has led to an improvement in safety for the children. In addition she has obtained more toys which has developed the choices available for the children.

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

Children make sound progress towards the early learning goals as they enjoy a suitable range of age-appropriate play activities. Older children help themselves to pencils and paper, for example, they draw pictures and then confidently write their name, effectively developing their early literacy and creative skills. Younger children are helped to make progress with their physical development as they are able to walk with the furniture and delight in using a push-along walker to encourage their mobility. The children learn about the world around them as they play out in the snow and visit the shops, toddler groups and the local park. They learn how to use technology as they play simple games on the computer.

The childminder supports the children appropriately to encourage their progress, she talks to them often, sings with them and teaches new vocabulary to develop

their communication skills. She notices what they do and encourages their development appropriately. However, she has not yet introduced clear systems to assess and plan for their learning and development, which means that children's continued progress is not well planned for.

Children have a good relationship with the childminder. They are happy, settled and have their welfare needs met appropriately. The childminder ensures that their health is promoted as she has effective procedures for when they are ill. She follows good hygiene practices in relation to keeping toys and the play environment clean. The children are well supervised and develop an awareness of safety as the childminder shows them how to cross the road safely and practises fire drills with them. The children respond well to the praise and encouragement they receive from the childminder. They are valued as individuals and are encouraged to value and respect others, as the childminder uses opportunities to talk to the children about differences in a positive way. Overall, children enjoy the time they spend with the childminder and develop a suitable range of skills which are beneficial for their future well-being.

## 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

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
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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 are no complaints to report.

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.