

Inspection report for early years provision

Unique reference number	EY305623
Inspection date	18/02/2009
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 2005. She lives with her seven year old daughter in the Urmston area of Trafford and is close to a park, library, shops and local schools. Children have access to a lounge/dinning room, kitchen and a toilet and the small bedroom on the first floor.

The childminder is registered to provide care for a maximum of five children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll who attend on a part-time basis.

The childminder is able to take children to and collect them from the local primary school and she is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides stimulating activities to meet the children's individual needs. Children enjoy their time at the childminder's and make good progress. The childminder is beginning to form links with others and work in partnership with the parents to ensure that there is a consistent approach to promote children's learning and development. The childminder is aware of the areas for further improvement which centre around developing her observation and assessment system, the self-evaluation system and gaps identified in the welfare requirements.

What steps need to be taken to improve provision further?

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

- build on current good practice by developing observation and assessment systems to ensure children's next step and six areas of learning are taken into consideration when planning
- formalize self-evaluation procedures to regularly identify and address areas for improvement
- ensure good hygiene practices of washing hands and nappy changing procedures are consistently followed.

The leadership and management of the early years provision

The childminder is a committed and enthusiastic childcare practitioner who continually strives to improve the service she provides. She has attended several short training courses and is at the early stages of doing a Level 3 certificate in Early Years Foundation Stage Practice. This has provided her with good basic knowledge and understanding of the underlying principles of Early Years Foundation Stage. She recognises that she is at an early stage of developing her

system for observing, assessing and planning and requires improvement to further enhance educational programme for young children. The recommendation from the childminder's last inspection has been positively addressed which has a direct impact on the outcomes for children.

The childminder is able to talk about her strengths and weaknesses, but has not yet formalised her self-evaluation system. She has produced her own written policies and procedures which are reflected in practice and effectively shared with parents. She organises her home and resources to actively stimulate the children's interest and enable children to move around spontaneously and independently. She has a sound understanding of her role in safeguarding children and is fully aware of the procedures to follow should a concern arise. Robust risk assessments are in place and reviewed regularly to ensure children's safety.

The childminder organises her environment where all the children and parents are included and welcomed. She takes time to gather information about children's daily routine and care needs during the settling in period. She also talks to parents about their child's capabilities, which gives her a firm basis to move the children forward. Parents benefit from a two-way flow of information because they are provided with good range of written and verbal information. They are encouraged to share pertinent information about home and events which may impact on the children's care. They are requested to complete a fact form twice a month which includes any new phrases or words the child may have learnt whilst in their care. She is beginning to build some links with other settings who also provide the Early Years Foundation Stage framework. This ensures children attending more than one setting receive a suitable balance of activities to meet their needs.

The quality and standards of the early years provision

Children share positive relationships with the childminder which makes them feel secure and safe in their surroundings. They are settled and move freely from area to area in a warm and welcoming environment. They enthusiastically help themselves to a variety of suitable toys and resources which are set out by the childminder. These are plentiful and easily accessible which promote children's independence and choice. As a result, children are sufficiently engaged in a variety of interesting play, and enjoy extending their play. The childminder has good knowledge of the early learning goals in the Early Years Foundation Stage, which helps her to provide a balance of interesting and appropriate activities for each child. She has begun to introduce more formal methods of observing children's progress but these have not yet fully developed to take account of children's next step in learning.

The childminder dedicates her time to playing and interacting with the children. Children have formed positive relationships with each other as they share resources. Children's learning is fully extended and supported by the childminder's timely interventions to extend their learning. For example, children explore and feel different textures of a sponge, cotton wool, pebbles, metal spoon and a wooden rolling pin leads to washing themselves with a sponge at bath time. They are beginning to think how to solve problems, for example, by comparing and

building towers with bricks. They make marks on paper using crayons and pencils and are supported by the childminder to learn the names of different shapes, such as 'circle'. They develop an awareness of the wider world and diversity through celebration of different festivals, such as Chinese New Year, and have positive images in their toys and resources.

Children are provided with food and drink which meets their individual needs and conforms to parental wishes because effective arrangements are in place to ensure this. Older children see themselves to the toilet and are aware that they have to wash their hands afterwards. However, lapses in routine, such as not washing toddlers hands before snack-time and not wiping the changing mat after each nappy change increases a risk of cross infection. Children learn to keep themselves safe through the clear guidance and sensitive reminders they receive about the possible dangers of hurting one another.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 has 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.