

Inspection report for early years provision

Unique reference number	500288
Inspection date	21/01/2009
Inspector	Sheila Iwaskow
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 was registered in 1987. She lives with her partner and two adult children in the Fallowfield area of Manchester. The whole of the ground floor, with the exception of the conservatory, is used for childminding purposes; this includes a large lounge, dining area and kitchen. Bathroom facilities are on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time on the Early Years Register and compulsory part of the Childcare Register. To allow her to care for children in the later years she is also registered on the voluntary part of the Childcare Register. There are currently two children on roll who are both on the Early Years Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children make sound progress in their learning and development. Inclusive practise in some areas is adequately fostered. However, procedures to fully promote children's welfare are ineffective. Several specific legal requirements of the Early Years Foundation Stage (EYFS) are not being met. Children are however happy in the childminder's care. Activities provided are fun and age related. Positive relationships have been established with parents.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- seek written parental consent from parents for emergency medical advice or treatment
(W1:Safeguarding and promoting children's welfare) 11/02/2009
- conduct a full risk assessment for each specific outing
(W1:Safeguarding and promoting children's welfare) 11/02/2009
- ensure that all adults over 16 years living in the household undergo relevant suitability checks with Ofsted (W2:Suitable People) (also applies to the compulsory and voluntary part of the Childcare Register) 11/02/2009
- conduct a risk assessment your home ensuring that it clearly identifies aspects of the environment that need to be checked on a regular basis (W3:Suitable 11/02/2009

premises, environment and equipment).

To improve the early years provision the registered person should:

- ensure that written assessments are clearly linked to the curriculum and used to identify the next stages of children's learning
- provide more opportunities for parents to be involved with their children's starting points with regard to learning and development and link in with other providers of the EYFS to ensure continuity of care and learning for children
- continue to develop procedures for self-evaluation to ensure continuous improvement of the service provided.

The leadership and management of the early years provision

Procedures in place to safeguard children are weak. Although the childminder has an understanding of what to do if she has a professional concern about a child she has failed to ensure that her adult daughter, who lives in the house, has undergone the relevant suitability checks from Ofsted. In addition, written risk assessments for the premises and for each specific outing have not been conducted. All of these issues are breaches of legal requirements and have a negative impact on children's welfare. Most other aspects of the necessary documentation are in place. However, written consent from parents to seek emergency medical advice or treatment has not been obtained. This is a further breach of a legal requirement. The childminder has completed some relevant training courses in childcare since her last inspection.

A range of documents are clearly displayed as a source of information for parents. These include the registration certificate, complaints procedure, public liability insurance and first aid certificate. Parents are kept informed about how they have spent their time at the childminder's home through informal chats at the end of the day. Assessment records are shared with parents, however, there are no secure systems in place to involve parents in their children's initial assessments to identify their starting points with regard to learning and development. Furthermore, links with other providers of the EYFS have not yet been established.

Most of the recommendations set at the last inspection have been met. Through discussion the childminder is beginning to critically analyse some of her strengths and identify where the gaps are in her provision. However, self-evaluation is not yet sufficiently robust to raise and extend the quality of care and education provided for the children.

The quality and standards of the early years provision

The childminder's home is well presented, warm and welcoming. The large lounge and dining area accommodates most aspects of play and children wander around their immediate environment with ease and confidence. Some examples of children's art work are displayed, which gives them a sense of belonging within the setting. A balanced range of resources are available to allow children to acquire

new knowledge and skills. Most are stored for easy access allowing children to make informed decisions about their play. Snacks provided are healthy and children follow sensible conventions, such as sitting at the table whilst eating their food. Hand washing is successfully incorporated into the daily routine and the use of individual towels for hand drying helps to stop infections from being spread. Children clean their teeth after meals, which further raises their awareness of good hygiene routines. Entrances and exits to the premises are secure and all the necessary safety equipment to stop children from coming to harm are in place. Fire drills are practised on a regular basis ensuring that children are confident of what to do and where to go should the need ever arise. The childminder organises her day to meet the needs of the children who attend.

The childminder has a reasonable understanding of the learning and development requirements of the EYFS. Routines include a balance of adult directed and child led activities. Children's progress is monitored through written observations and photographic evidence, building up a picture of the children and the milestones that they have achieved. However, assessments are not linked to the curriculum or used to identify the next stages of children's learning. Good use is made of questioning to challenge and develop children's thinking. For example, the childminder asks the children to identify the colour of the sun and to describe in their own words the story of 'The Very Hungry caterpillar'.

The childminder develops positive caring relationships with children, which helps them feel safe and secure. Children's achievements are celebrated and the childminder acts as a positive role model; as a result children behave well. The childminder openly engages children in conversation, encouraging them to talk about their morning at nursery and their friends. Children's understanding of shape space and measure is promoted as they talk about the number of corners in a square, weigh out ingredients when baking and complete jigsaws. They routinely talk about colours and develop problem solving skills as they work out the numbers that come after six but before nine.

Children are taken on many outings to parks and local facilities. A pleasing range of play materials are also available in the back garden to allow children to develop their physical skills. Through resources, activities and discussions about similarities and differences children are beginning to appreciate the diversity of the world in which they live. A treasure basket is available for younger children to help promote sensory awareness. Children show an interest in why things happen. For example, they gaze in wonder as they use a magnetic toy to hook a fish when playing a game. Opportunities for meaningful role play are available and children have lots of fun making models from play dough, using small tools, such as rolling pins, with increasing control.

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?	4
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?	4

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?	4
How well are children helped to stay safe?	4
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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse or neglect (CR2) (also applies to the voluntary part of the Childcare Register) 11/02/2009
- take action as described in the early years section of this report (CR3). 11/02/2009

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 described in the early years section of this report (CR3) 11/02/2009
- take action as specified in the compulsory part of Childcare Register section of this report (CR2). 11/02/2009

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.