

Inspection report for early years provision

Unique reference number	312167
Inspection date	15/06/2009
Inspector	Carol Ann Dixon
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 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 1983. She lives in the Audenshaw area of Tameside with her husband. The family have a dog. Children have access to the lounge, dining room, kitchen and first floor bathroom. The children participate in physical and outdoor play activities in the enclosed rear garden. The property is within walking distance of local schools and amenities. The childminder attends local toddler groups and regularly visits parks and the library.

The childminder 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 group. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding three children in the early years age range.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides an inclusive environment where all children are valued and have their individual needs met. She makes effective use of the training she attends to enhance the service she provides to children and their families. A key strength of the provision is the good partnership with parents. Consequently, the childminder has a good knowledge of the individual children which enables her to plan an interesting range of activities that supports each child's progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- continue to develop systems for observing and assessing each child's achievements and use these to identify learning priorities for each child
- create an environment rich in print where children can learn about words, for example, using names and labels.

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

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint, which includes the details for contacting Ofsted and an explanation that parents can make a complaint to Ofsted should they wish (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

03/07/2009

The leadership and management of the early years provision

Children are comfortable and confident in this warm and welcoming environment. They receive a high level of individual time, attention and support from the childminder who knows each child very well. The childminder has mostly detailed policies and procedures in place to support her provision and enhance the safety and welfare of children in her care. Copies of these are provided for parents, however, the complaints procedure lacks the necessary detail to advise parents of how their concerns may be addressed by Ofsted. Good communication between the parents and the childminder enhances the care of children. For example, sharing information verbally at the end of each day and using a book to record details of children's daily activities and achievements so parents can continue to support their child's learning at home.

The childminder has responded positively to recommendations made at the last inspection. These actions have enhanced children's health and well being as accident reporting has improved and all hazards in the bathroom have been removed. The childminder has also attended safeguarding training to ensure she has up to date knowledge and information. Her clear understanding of child protection issues allows her to safeguard children by recognising, recording and reporting any concerns about their welfare.

The childminder has recently introduced a system for observing and assessing what children know to further inform her planning for their future learning, although this is in the early stages of implementation. The childminder takes effective action to minimise identified risks to children and has completed appropriately detailed risk assessments for all areas of her home and any outings undertaken with the children.

The quality and standards of the early years provision

Children are confident and secure in the childminder's home. She makes good use of the Early Years Foundation Stage practice guidance to help her support children's development effectively. The childminder makes sure their personal interests and abilities are considered when planning activities. Children's independence is fostered as they enjoy choosing the toys and resources they wish to use from the good variety displayed on low level shelving and in storage boxes. However, opportunities for children to recognise words and gain an awareness that print carries meaning are not well developed.

Children develop strong relationships with each other and the childminder. Older children play alongside each other and are learning to share and take turns through the meaningful praise and encouragement they receive from the childminder. They learn to cooperate as they share the paints and create a painting together at the easel. The children decide to paint their hands and create handprints on the paper, one child expresses that 'it tickles' as he experiences the feel of the paint on his skin. Children learn about our diverse society through the good range of resources available to them including dressing up clothes, books

and small world toys. This helps children to be respectful and learn about valuing differences.

Children explore a good range of sensory and creative activities as they bake, use glue and play in sand and water. They enjoy using musical instruments and also create their own sounds using a bowl and a spoon which develops their free expression. They design and construct a variety of models using boxes, tubes and glue. They participate in a range of outings which enables them to find out about the world around them and socialise with a variety of friends. Outings include walks to and from school, trips to local parks, places of interest and visits to toddler groups. Children learn about keeping themselves safe, for example, practising the evacuation procedures in the childminder's home and reminders about safety when crossing the road with the lollipop lady.

The childminder provides a clean and hygienic home where children are well protected from illness and infection. She ensures children receive the food their parents wish them to have and they enjoy sharing healthy snacks and regular drinks as they sit together at meal times. The childminder organises her time well to allow a good balance of rest and activity according to children's individual needs. She maintains all the records required to support children's welfare. This means she is fully aware of any dietary or medication requirements they may have and ensures their individual needs are met.

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?	2
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:

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:

- take action as specified in the early years section of the report 03/07/2009

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 early years section of the report 03/07/2009