

Inspection report for early years provision

Unique reference number	307287
Inspection date	29/01/2009
Inspector	Susan Janet Lee
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 1996. She lives with her adult son in a terraced property in Eccles, Salford. The lounge, kitchen and toilet on the ground floor are used for childminding purposes. There is a rear garden available for outdoor play. Access is gained to the property at the front of the house on the ground floor level. The family have two cats as pets.

The childminder is registered to provide 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. There are currently six children on roll. The childminder has established links with other early years settings which minded children attend and that also provide the 'Early Years Foundation Stage' framework.

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

Overall effectiveness of the early years provision

The childminder provides a safe and inclusive environment. She knows the children well and meets their needs effectively. Parents are provided with a wealth of information about the service provided and their children's daily activities. Effective systems are in place in relation to self-evaluation and this helps the childminder to identify the strengths of the provision and any areas which need further development.

What steps need to be taken to improve provision further?

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

- develop planning and assessment to include children's next steps in learning
- practise the emergency evacuation procedure with minded children on a regular basis.

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

- ensure written parental consent is in place for emergency medical attention for all minded children (safeguarding and promoting children's welfare).

12/02/2009

The leadership and management of the early years provision

The childminder has developed written policies and procedures and these work well in practice to promote children's health, safety, enjoyment, achievement and

ability to make a positive contribution. Most required documentation is in place. However, written parental consent for emergency medical attention is not in place for all minded children. The childminder has regard for children's well-being and she attends training to further develop her childcare practices.

The childminder is a committed and enthusiastic childcare practitioner. She evaluates the provision by regularly seeking the views of parents, observing the progress the children make and by recording where she wishes to make improvements. The recommendation from the last inspection has been addressed as the certificate of registration is now on display in a more prominent position. Other steps have also been taken to promote improvement. For example, toys have been extended to enhance children's play experiences and child sized furniture has been purchased to allow the children to play and eat in comfort. Future plans are well targeted to bring about further improvement to the setting and outcomes for children. For example, the childminder plans to continue to develop her understanding of the Early Years Foundation Stage and to introduce written daily journals to improve the way in which information is shared with parents.

The childminder has developed a written risk assessment and this eliminates risks to the children. She has a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. However, the childminder does not practise the emergency evacuation procedure with the children so they do not develop an awareness of what to do in the event of an emergency such as a fire. The childminder has recently attended training in relation to safeguarding. She has a secure understanding of child protection matters and procedures and this helps to safeguard children's welfare.

The childminder provides a warm and welcoming environment for the children and their families. She ensures that all activities are available and accessible to all the children in her care. The childminder has past experience of caring for children with learning difficulties and disabilities and in working closely with parents and other professionals to meet children's additional needs. The childminder shares good working relationships with parents. Recent written references from parents show they are happy with the service provided, levels of care and activities afforded. Parents also comment that their children have lots of fun and that the childminder is professional, caring and patient.

The quality and standards of the early years provision

The childminder plans a wide range of interesting activities to help children develop across all areas of their learning. Effective systems are in place regarding planning and assessment. The children have individual files which include written observations and photographs to illustrate their enjoyment and achievement. However, the childminder has not yet started to use written observations to help her plan the next steps in children's learning.

The childminder dedicates time playing and talking to the children and she

spontaneous to their interests. The childminder nurtures babies' communication skills and older children's language well. Older children develop good vocabulary and language skills. They explain what they are doing, ask lots of questions and converse with the childminder. The childminder shares warm relationships with the children and they clearly feel safe and secure in her care. The childminder knows the children well and meets their needs effectively.

Babies have access to a range of toys that are colourful, tactile and that make noises. They also benefit from having access to a wide range of natural materials to encourage them to use their senses to explore and investigate. The youngest children have a strong exploratory impulse and explore their environment with interest. They focus their exploration through particular processes such as filling, emptying and transporting.

Older children enjoy imaginative play with a wide range of imaginative toys and small world resources. They are able to re-enact their own experiences and this helps them to develop an understanding of the world in which they live. The childminder also provides first hand experiences for the children. For example, she took the children to the vets and the children helped the vet to examine the childminder's pet cat. The older children show curiosity about how more complex tools things work. They ask the childminder how a lock on a filing box works and the childminder shows them how to operate the lock. All the children enjoy playing with play dough. They develop hand eye coordination and their fine manipulative skills as they use their fingers and hands to model and mould the dough. The children have lots of opportunities to enjoy and develop their physical skills in the fresh air. Photographical documentation shows the children playing outdoors. They climb; slide and swing on play apparatus. The children recently enjoyed a 'sports day' and had fun participating in an egg and spoon race and a jumping race. All such activities promote children's good health and physical development.

The childminder acts as a positive role model to the children. She is calm and sensitive to children's needs and she is polite and uses age appropriate strategies to manage children's behaviour. As a result, the children are polite and behave well. The children develop a good sense of belonging. They move around with ease and play happily with the other children. The children develop good self-help skills as they choose toys, feed themselves and use the toilet. They feel valued because the childminder involves them in daily routines such as helping to tidy the toys away and helping to wipe the table after snack. The children clearly enjoy their time with the childminder and they thrive on her interaction and attention.

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?	4
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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

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.