

## Inspection report for early years provision

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<b>Unique reference number</b>	EY372538
<b>Inspection date</b>	05/01/2009
<b>Inspector</b>	Sheila Iwaskow
<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 2008. She lives with her husband and one child, aged five years, in the Benchill area of Manchester. The whole ground floor and playroom on the first floor are used for childminding purposes. There is a fully enclosed garden for outside play. The family have two gerbils. Access is gained to the property at the side of the house on the ground floor level.

The childminder is registered on the Early Years Register and the 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 is currently one child on roll who is on the Early Years Register and attends on a full time basis. The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Children are happy and settled. The childminder respects the uniqueness of each child and inclusion is well promoted. Activities provided are age related and fun. Children make good progress in their learning and development. Friendly, professional relationships with parents have been established. The childminder is aware that key areas for further development centre around extending her partnerships with parents and self evaluation.

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

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

- ensure that assessments are linked to the curriculum and are used to plan for children's next stages of learning
- extend partnerships with parents by formalising procedures for identifying their children's starting points
- continue to develop procedures to monitor and evaluate the care and education provided for children.

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

The childminder is caring and conscientious. She recognises the importance of complying with her conditions of registration and ensuring that children are well supervised, both as they play and sleep. The childminder's understanding of how to deal with safeguarding issues is secure with all the required documentation in place. The childminder has conducted a detailed written risk assessment of her home and for each specific outing. All the necessary safety equipment is in place to keep children safe. Arrangements have been made to leave children with other registered childminders in the event of an emergency and a record of visitors is

accurately maintained. All the required documentation required for childminding is in place and of a good standard. The childminder ensures that all children's individual records remain confidential and are stored appropriately.

As a newly registered childminder, all mandatory training has been completed. To keep abreast of changes in the childcare sector the childminder has also attended training on the delivery of the Early Years Foundation Stage (EYFS) curriculum. She is keen to attend further training to ensure that her childcare practices are kept up-to-date. Through discussion, she is beginning to critically analyse her practise, identifying her many strengths and areas for further improvement. However, systems for self-evaluation are not yet sufficiently robust to raise and extend the quality of care and education provided for the children.

The childminder is committed to providing a fully inclusive service for both children and parents. Parents have a high regard for the service provided by the childminder. A comprehensive range of well written policies are available and allow parents to understand how the childminder's service works in practice. The childminder gathers all necessary information from parents to ensure that individual care needs are met. Gradual introductions are encouraged and information about general routines is exchanged verbally and in writing. Assessment records are shared with parents and information on the EYFS is available. However, systems to involve parents in identifying their children's starting points with regard to learning and development are not yet fully developed.

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

The childminder is building up a good knowledge of the learning and development requirements of the EYFS. Planning and assessments systems are developing well. Weekly play plans are in place and clearly demonstrate the breadth and balance of the curriculum that is being delivered to the children. Children's achievements are recorded through photographic evidence and written observations. However, assessments are not linked to the curriculum and not used to identify the next stages of children's learning. This makes it difficult to track children's progress towards the early learning goals. The childminder has a good understanding of what children like and can do, allowing her to provide activities which build on and extend children's learning. Routines incorporate a variety of adult directed and child led activities and the day is organised to provide children with a balance of rest, learning and play.

Children share warm relationships with the childminder and happily snuggle in close for a cuddle when they are tired. They develop positive self-esteem because they feel valued and respected as individuals. The childminder acts as a positive role model to the children and is very aware of their individual needs. As a result, children are well behaved. The childminder spends a great deal of time interacting with the children and developing their language and communication skills. Books are freely available, helping children from an early age to develop a love of reading. Children learn problem solving and numeracy skills through practical experiences, such as counting in sequence, identifying the colours of balls and

measuring themselves on the height chart. Sensory opportunities are well promoted within the setting. For example, children enjoy feeling the varying contents of the treasure baskets, they listen to sounds as they play musical instruments and observe the different coloured bubbles in the bubble machine. Visits to the park to feed the ducks and to a nearby farm to see the animals are popular activities with the children. Resources and activities are provided to help children appreciate the diversity of the world in which they live. Children have lots of fun singing, dancing and engaging in meaningful role play.

Children have a strong sense of belonging within the childminder's home, which is warm and clean. A dedicated play room is available where examples of their artwork and posters are displayed. Low level mirrors are also available and toddlers squeal with delight as they stare at their reflection. Children have lots of space to move around freely and play in comfort. Furniture, pegs and resources are an appropriate height to help promote children's self help skills. Strong emphasis is put upon children developing an appreciation of a healthy lifestyle. The childminder ensures that children experience outdoor play daily, either in the back garden or at the local park. Meals are home made using fresh produce and the childminder holds a food hygiene certificate which ensures that food preparation meets the guidelines laid out by environmental health. Children have many opportunities to learn about personal safety. For example, fire drills are practised on a regular basis and children learn about road safety when out walking with the childminder.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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 have been no complaints made to Ofsted since registration.

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.