

Inspection report for early years provision

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| Unique reference number | EY383292 |
| Inspection date | 04/02/2009 |
| 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 2008. She lives with her husband and two children aged four and 15 in a terraced property in Atherton, Manchester.

The lounge and dining kitchen on the ground floor and the bathroom on the first floor are used for childminding purposes. There is a rear yard available for outdoor play. Access is gained to the property at the front of the house on the ground floor level.

The childminder is registered to provide care for a maximum of four 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 three children on roll.

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

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder provides a safe environment. She knows the children well and meets their needs effectively. The childminder works to provide an inclusive environment for the children and their families. Appropriate arrangements are in place to keep parents informed about the service provided and their children's daily activities. Effective systems are in place in relation to self-evaluation.

What steps need to be taken to improve provision further?

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

- continue to develop arrangements in relation to planning and assessment
- extend resources that promote positive images of disability.
- 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:

- request written parental consent for emergency medical attention and ensure all required information regarding children's individual needs is recorded.

18/02/2009

The leadership and management of the early years provision

The childminder organises space, time and resources appropriately to meet children's needs. She has a valid first aid certificate ensuring she has up to date knowledge of what to do in the event of an accident or minor injury. Most required documentation is in place. However, written parental consent for emergency medical attention is not in place and not all required information is in place regarding children's individual needs. The childminder has developed written policies and procedures and these work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The childminder has completed a written self-evaluation and this helps to highlight her strengths and areas for future development. Since registration, she has extended resources to further enhance children's play experiences. Future plans for improvement are appropriately targeted to promote outcomes for children. For example, the childminder wishes to attend training to develop her childcare practices.

A written risk assessment is in place and helps to eliminate risks to the children. The childminder 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. She has considered an emergency evacuation procedure; however, this has not been practised with minded 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 a secure understanding of child protection matters and procedures and this helps to safeguard children's welfare.

The childminder provides a welcoming and homely environment, she makes the children and their families feel welcome. The childminder has developed written policies and procedures and these are shown to parents at the introduction meeting. Parents sign to confirm they have understood, helping to forge good working relationships and a shared understanding from an early stage. The childminder shares information with parents at the end of each day to keep them informed about their children's daily activities and she also takes photographs of the children at play to show to their parents. The childminder has forged links with other early years settings providing the Early Years Foundation Stage framework to help provide continuity of care and learning for the children in her care.

The quality and standards of the early years provision

The childminder has a satisfactory understanding of the Early Years Foundation Stage and the six areas of learning. She plans a suitable and balanced range of play activities and the children are happily engaged and occupied. Arrangements in relation to planning and assessment are still in the early stages of development. The childminder has recently begun to observe the children at play and she uses this information to chart their progress and to plan next steps in their learning.

The environment is appropriately organised and enables the children to develop

their independence. Toys are stored at child height in the lounge and dining area enabling the children to freely select toys. This helps them to make decisions and develop their self-help skills and independence. The childminder spends time playing and talking to the children as they play. She shares warm relationships with the children, who are happy and secure in her care. The childminder provides lots of positive physical contact by means of hugs and cuddles to help the children feel secure. She tickles the children's feet and they laugh excitedly.

The youngest children have access to a range of resources to help them to use their senses to explore and investigate. For example, resources that are colourful and tactile and a wide range of natural play materials. The younger children focus their exploration through particular processes such as filling, emptying and transporting toys and containers. They show an interest in toys with buttons and flaps and learn how to operate them. The children develop hand-eye coordination and their fine manipulative skills as they build a tower using the bobbins. The children build a tower of three bobbins and then knock it down. The childminder joins in with the children's play and helps them to build another tower. She introduces simple concepts such as number and colour.

The children have suitable opportunities to enjoy physical exercise in the fresh air. For example, they play in the garden and visit the shops. Some resources available reflect diversity to help the children develop an awareness of the wider world. However, there are no toys available that promote positive images of disability. The children develop a sense of self and recognise other people as individuals. For example, the childminder talks to the children about their facial features and the children are able to point to their own eyes, nose, mouth, teeth and those on other people's faces.

The childminder implements strategies to promote children's social, physical and economic well-being. The premises are well maintained and the childminder exercises hygiene practices to minimise the risk of cross infection. The children are well nourished and develop an awareness of healthy eating because the childminder provides a balanced and nutritious menu to aid their growth and development. The childminder acts as a positive role model to the children and they develop an awareness of what is expected for them from an early age.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 3 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

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| 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? | 3 |

Quality and standards

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| 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? | 2 |
| How well are children helped to be healthy? | 2 |
| 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

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| 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.