

Inspection report for early years provision

Unique reference number	EY381829
Inspection date	04/02/2009
Inspector	Marina Anna Howarth
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 is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and five-year-old son in Milnrow, near Rochdale, Lancashire. The whole of the ground floor is used for childminding. Toilet facilities are located on the first floor and ground floor. There is an enclosed rear garden and enclosed front drive for outside play. There is easy access to the premises.

The childminder is registered to care for a maximum of five children under eight years at any one time. She is currently minding two children on the Early Years Register. One child on the voluntary register. She walks or drives to local schools to take and collect children. She attends the local toddler group and takes children to the local library and park.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The setting successfully promotes children's health, safety and welfare, although some policies require further development. Children are cared for in a warm, friendly environment where they are valued as individuals. They are provided with a wealth of appropriate activities and experiences which enable them to make steady progress in their development. However, systems for observation and assessment of children's learning are only just being introduced. The childminder has a clear focus with regard to her strengths and weakness and has identified areas which she aims to develop and improve.

What steps need to be taken to improve provision further?

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

- consolidate links between observations of children and planning next steps in their learning

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

- complete a written risk assessment for individual outings (also applies to both parts of the Childcare Register) 25/02/2009
- develop a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. 25/02/2009

The leadership and management of the early years provision

The childminder has a clear focus regarding her strengths and weaknesses. Although she has not yet attended training on the Early Years Foundation Stage she demonstrates commitment as she has familiarised herself with the documentation and is beginning to implement her knowledge into practice. She demonstrates enthusiasm to develop her knowledge further and is scheduled to attend training to enable her to feel more confident in delivering the Early Years Framework. Children have access to a clean, safe environment which is child friendly as the childminder is vigilant in ensuring regular risk assessments are conducted. Clear records demonstrate that emergency evacuation procedures are conducted on a regular basis. As a result, children are developing an understanding of what to do in event of a fire. Children's safety remains a priority in the childminder's home and garden, and effective steps have been taken to minimise potential risks. However, there are no written risk assessments in place for individual outings. This is a specific legal requirement. The childminder demonstrates a secure knowledge of vetting and safeguarding procedures which ensures individuals who have access to children are safe to do so. She has a secure understanding of child protection procedures. However, there is no written safeguarding policy. This is a specific legal requirement.

The required documentation for the safe and effective management of children is in place with the exception of a written risk assessment and Safeguarding policy. The childminder holds a valid first aid certificate enabling her to provide appropriate care in event of an accident. Children are protected from infection as she has an exclusion policy in place. She has attended a variety of childcare training and is committed to attending further training to develop her service which demonstrates her commitment to further improvement.

Children's individual needs are met well, because the childminder gains all the necessary information from parents before children attend. She operates a flexible induction period to meet the individual needs of the children. There are sound systems in place to ensure parents are well informed about their child's progress. This is done through verbal communication and daily diaries. Parents also have access to useful written policies and procedures.

The quality and standards of the early years provision

Children are confident, happy and settled in the childminder's home. They receive support and affection which results in them feeling secure, healthy and motivated. Children engage in a variety of activities and experiences which are appropriate for their age and development. The childminder is beginning to implement her knowledge of the Early Years Foundation Stage to informally plan activities for the children. As a result, they are making satisfactory progress towards the early learning goals. For example, children are learning number sequence as they routinely sing action rhymes and are encouraged to use counting in everyday situations. They are provided with good opportunities to explore their senses through the provision of creative activities such as water, dough, sticking and

sand. They are discovering that words have meaning as they explore a variety of books and attend story sessions at the local library.

The childminder has effective systems in place enabling new children to settle into her care. She spends time with the parents during the induction period obtaining all the relevant information and conducts observations enabling her to get to know the children as individuals and establish close bonds. The childminder is beginning to use her observations of what children do to help her extend their learning further. For example, children who display reservations participating in sensory play, are gently encouraged and offered a variety of choices until they feel confident to participate in a creative activity. Each child has their own progress file containing observations and photographs of them involved in a variety of activities and she is beginning to make specific links with the six areas of learning. However, the next steps of learning are not clearly identified.

The childminder spends lots of her time talking and playing with the children. She is flexible in her approach and uses a combination of planned activities and child initiated activities. For example, children confidently help themselves to cars, tractors, puppets, balls and dolls and are focused in their self-chosen activity. She frequently asks them questions to extend their learning, for example, 'what can you see? where is the dinosaur? what do we do when the traffic light is red?'

Children are learning about being healthy due to effective procedures that keep them well and free from infection. For example, they are provided with regular opportunities for physical exercise such as, walking to school, playing in the garden and visiting indoor soft play centres. Children enjoy rolling and kicking the ball and chasing the balloon as they bat it into the air with their hands, developing their hand and eye coordination. Parents are encouraged to provide healthy meals and the childminder provides healthy snacks such as fresh fruit and vegetables, breadsticks and rice cakes. Children's individual dietary needs are met effectively as the childminder works closely with the parents ensuring any special dietary requirements are fully adhered to. Drinks are available at all times and easily accessible and identifiable as each child has their own drinking vessel. Children are learning about their own personal safety as clear explanations are offered to them. In addition the childminder uses role play to demonstrate road safety as children dress up as a 'lolly pop' person and they discuss the 'green cross code'. Children are aware that the red light means 'stop'. Children are learning to socialise well through playing with each other and visiting toddler groups. They are encouraged to share their toys and to be kind to each other. The childminder acts as a positive role model, offering simple explanations and using effective methods of distraction to diffuse situations. As a result, child are well behaved.

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?	3
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?	3

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?	3
How well are children helped to stay safe?	3
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?	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:

- take action as specified in the early years section of the report (CR5) 25/02/2009
- take action as specified in the early years section of the report (CR2). 25/02/2009

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 specified in the early years section of the report (CR2). 25/02/2009
- take action as specified in the early years section of the report (CR5) 25/02/2009

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.