

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY244115         |
| <b>Inspection date</b>         | 16/02/2009       |
| <b>Inspector</b>               | Krystina Chitryn |
| <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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2002. She lives with her husband and two adult children and child aged 10 years in the Sale Moor area of Greater Manchester. The whole of the ground floor is used for childminding. There is a fully enclosed back garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children under eight years. She is currently caring for seven children part time in the early years age group and three older children after school. The family have a dog. The childminder attends local toddler groups. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good. The childminder's practice is fully inclusive and she has a thorough knowledge of children's individual needs, they make good progress in their learning and development as they enjoy a wide range of play activities appropriate to their age and level of development. She works in close partnership with parents, carers and other providers who care for the children, ensuring that they share information and provide a consistent approach. The childminder is able to identify what she does well and has a clear commitment to develop her service in areas which she has identified for improvement.

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

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

- request written permission from parents for seeking emergency medical advice or treatment
- ensure the risk assessments are signed and dated
- develop the systems to evaluate childminding practice and plan for future development.

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

The childminder is a very enthusiastic and committed childcare practitioner who focuses on helping the children in her care to learn and develop. She continually strives to improve the service she provides and has attended a lot of training to further improve her knowledge and develop her childcare practices.

The childminder treats each child as a unique individual and takes time to get to know them well and works to develop positive relationships with both children and parents. This ensures she supports the care of the children. When children commence the childminder meets with parents to obtain information about their care, learning and development. She spends time with parents every day talking about what the children have been doing. She exchanges information about care

routines to ensure that she provides care which is consistent with home routines and liaises with other care providers. In addition she works closely with parents through developmental stages, such as toilet training and behaviour management. Feedback from parents shows that they are very happy with the service provided.

The childminder has a good awareness of safeguarding procedures and understands the procedures to follow if she has concerns about a child.

The childminder has a good regard for safety and puts effective measures in place to keep children safe. Her written risk assessments, however, lack some detail and she does not have permission for first aid treatment.

The childminder organises her home, toys and time effectively to ensure that children are safe and well cared for. She has very clear written policies and procedures which she provides for parents and which she follows well for the benefit of the children.

The childminder takes positive steps to continually develop her service. She is able to identify what she does well and areas for development. She then takes action to improve her service and often attends training to up date her skills uses what she learns for the benefit of the children. She has introduced more messy play for children, for example, as a result of attending training relating to play experiences for younger children. The childminder has begun to introduce formal systems for evaluating her practice so children benefit from her practice.

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

Children are confident, happy and settle very well, in the care of the childminder. The children play together and clearly enjoy the company of the childminder as they seek affection and there are lots of cuddles. Children play with a range of developmentally appropriate toys which are easily within their reach; these are carefully selected as the childminder knows what they are currently interested in. Children enjoy playing games together which enables them to develop a sense of community, how to take turns and count and that you may not win every game. The childminder supports children well as they play, talking to them about what they are doing and encouraging them to participate, solve problem, recognise and count out the numbers. The childminder is developing a good understanding of the Early Years Foundation Stage curriculum and assessments. She knows the children extremely well.

The children have a wide range of exciting opportunities to learn as they play. The childminder provides children with regular opportunities to explore making scrap books, painting and use other materials. She encourages the children to use their different senses as they explore and develop their creative skills as they work hard and concentrate on sticking items into a scrap book. They problem solve as they are construct a rail track and balance objects and make choices in the games they play. Children are encouraged to think and explore as the childminder asks questions and takes them to the next step in their development and learning.

She has begun to record their progress and uses photographs to demonstrate children learning as they play. These are not yet linked clearly to the areas of learning and development, which does not ensure the children's progress is clearly planned for.

Children stay safe as they are well supervised at all times. She puts extensive safety measures in place. For example, she uses the family dog as a teaching aid and they go out for walks and they talk about safety and how to keep the dog and each other safe. They have also developed a effective awareness of safety as when they practise fire drills regularly. The children enjoy healthy snacks and their parents provide healthy packed lunches. They also benefit from regular walks and riding bikes in the garden and collecting leave which enables them to develop an awareness of the seasons. They are aware of the benefits of exercise and talk about their favourite activity of visiting the local park. The childminder reduces the risk of infection and provides parents with clear information about her health policy. She promotes children's good health as she keeps her home very clean and has effective policies.

Children are developing positive self esteem, confidence and are mostly well behaved in the care of the childminder. She gives them lots of praise, consistency and encouragement and helps them to share toys, take turns and respect each other. She has a good commitment to ensure that all children are valued and included. She encourages tolerance and understanding of differences and takes the opportunity to talk to the children about differences as they mix with others in the local community. She also provides them with a range of toys and books with positive images of different people.

## 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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|---|---|
| <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

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|---|---|
| <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? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

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|---|---|
| <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**

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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**

Since the last inspection there are no complaints to report.

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.