

Inspection report for early years provision

Unique reference number	EY336194
Inspection date	08/05/2009
Inspector	Julie Firth
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 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 2006. She lives with her partner and two children aged three years and 16 months in Irlam, an area of Salford. The whole of the ground floor is used for childminding, this includes the lounge and the kitchen, also two bedrooms on the first floor. The rear garden is available for outdoor play.

The childminder is registered to care for a maximum of four children at any one time, of whom two may be in the early years age range for a limited time. There are currently two children on roll who are within the Early Years Foundation Stage (EYFS). The setting is also registered on the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. The setting successfully promotes children's safety and welfare. Children play happily and easily settle, interacting well with the childminder. They are beginning to make steady progress in a warm inclusive environment. The provision for children's learning and development is not yet fully developed with regard to systems for planning and assessment. The childminder has positive partnerships with parents and is beginning to set up links in the wider context to promote the care and education of the children. She is starting to reflect on her practice and use self assessment to identify and monitor her provision.

What steps need to be taken to improve provision further?

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

- develop assessment to track children's progress
- continue with a system for maintaining a regular two-way flow of information with other providers and parents to promote the integration of care and education
- further develop planning around the six areas of learning to ensure activities are tailored to meet children's individual needs.

The leadership and management of the early years provision

The childminder is committed and enthusiastic to meeting children's individual needs. A structured daily routine promotes children's welfare and helps them to become familiar with her home. The childminder's home is friendly and gives the children opportunities to become independent. All required documentation is in place and written policies and procedures positively promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The childminder is committed to ensuring that the service she provides is fully

inclusive and she makes parents and their children feel welcome. Parents receive daily communication and a diary informing them of their children's activities. She is in the progress of devising a questionnaire to help monitor her provision and involve them more in their children's learning. She is very aware of the importance of the links with the local school to ensure progression, continuity of care and education.

The childminder has a good understanding of how to protect children and detailed procedures are in place. This ensures children's welfare is effectively safeguarded. The childminder recognises the importance of continuous improvement and is beginning to identify the strengths and weakness of her setting.

The quality and standards of the early years provision

The childminder has a sound understanding of the Early Years Foundation Stage. Children have their own individual files and photographic evidence shows them engaged in fun activities. She works with parents to gather information about their children's starting points and has started to observe and plan their next steps in learning. However, planning is not fully developed to cover all six areas of learning or further challenge the more able children. Furthermore, assessments are in the early stages and not fully developed to track progress that children make in their learning. The childminder is enthusiastic to attend future training to enhance her knowledge of the Early Years Foundation stage. Resources are generally accessible to enable children to make choices about their play. These are sufficient to promote some positive images of the wider world. Children are happy and settled in the childminder's care. She provides positive support and encouragement to help children achieve, which promotes their confidence and self-esteem. She acts as a positive role model to the children and encourages them to share and take turns from an early age. She ensures that children become familiar with their boundaries and are encouraged to respect each other and make friends.

There is a strong emphasis on children's personal and social development as they are encouraged to help tidy up, use scissors independently and dress themselves. Children show an interest in the world in which they live in. For example, they attend trips to the museum and take a walk in the local community. They have fun using battery operated toys that make sounds and light up. Children's communication skills are fostered as they are encouraged by the childminder who spends time playing and talking to them and resources are in place to make marks on their work and recognise letters of their name. She introduces concepts of number and reasoning through songs and rhymes.

Children enjoy playing imaginatively with dolls and prams, dress up and have access to a sufficient range of resources to express their creative ideas. They enjoy creating a collage and a place mat. The rear garden provides opportunities for fresh air, use wheeled toys and have a picnic. Furthermore, children have the opportunity to visit the local park to climb on large equipment.

Children's health and well-being is well promoted. Safe and hygienic nappy changing procedures are followed. Children learn about hygiene practices as they

wash hands as part of the daily routine. They clean their teeth after meals and learn about the dentist. The childminder constantly encourages children to eat healthy and detailed written menus are in place. They benefit from a very good range of healthy snack options to promote their growth and development. Children sit together at snack times which provide a social occasion using good manners, such as please and thank you. The childminder works very closely with parents regarding children's feeding. For example, she respects children's dietary requirements. Children are learning about keeping themselves safe, for example, road safety whilst out walking. Daily checks are carried out to identify potential hazards and there are formalised detailed written risk assessments in place for the home and outings. Fire drills are practised regularly and are recorded accurately.

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?	2

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?	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

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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