

Inspection report for early years provision

Unique reference number	EY365941
Inspection date	27/04/2009
Inspector	Sheila Iwaskow
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 2007. She lives with her husband and two children, aged two years and 14 months, in the Wythenshawe area of Manchester. The childminder's home is close to the shops and parks. Minded children have access to the whole of the childminder's home except the kitchen; this comprises of lounge and two bedrooms. The garden area is excluded from the registration.

The childminder is registered to care for a maximum of four children at any one time and she is currently minding one child under five years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder 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 is kind and attentive to the children. She has only very recently started minding and is becoming familiar with the components of the Early Years Foundation Stage (EYFS). Inclusion is adequately promoted and the childminder has developed sound relationships with parents. The childminder demonstrates a positive attitude towards the continuous improvement of the service that she provides. She recognises that key areas for further development centre around continuing to develop her knowledge of the learning and development requirements of the EYFS.

What steps need to be taken to improve provision further?

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

- position the fire blanket so that it is accessible in the event of a fire
- increase the range of resources accessible to children, including those that promote equality of opportunity, so that all areas of learning are fully promoted
- develop systems to monitor children's progress and to demonstrate that a broad and balanced curriculum is being delivered to the children.
- develop further relationships with parents by providing them with more opportunities to become involved in their children's learning, for example, by inviting them to contribute to their children's starting points with regard to learning and development
- develop procedures for self-evaluation to identify the setting's strengths and priorities for development.

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

- conduct a full risk assessment for each specific outing (Safeguarding and promoting children's welfare).

11/05/2009

The leadership and management of the early years provision

Children are welcomed into a home which is generally well maintained and where there is ample space for them to play. All facilities are available on the ground floor providing and enabling an inclusive environment for all children. The childminder has conducted a written risk assessment of her home which incorporates all areas of the house. However, the fire blanket is not positioned for easy access in the event of a fire. All other necessary features are in place to keep children safe. For example, a safety gate prevents children having access to the kitchen and a fire guard has been positioned to ensure the fire does not pose a risk to children's safety. The childminder is aware of how to get out of the house in the event of a fire and recognises the importance of practising these procedures with the children. She has a satisfactory understanding of her role regarding safeguarding children and is aware of procedures to follow should a concern arise. Most of the required documentation is in order to ensure children's welfare. However, the childminder has not conducted a full risk assessment for each specific outing. This is a breach of regulations. Ofsted are advised of significant events and the childminder recognises the importance of complying with her conditions of registration at all times.

The childminder demonstrates a commitment towards the continual improvement of her practice. Since registration she has completed all mandatory training and accessed a course on safeguarding children. She also works closely with Sure Start to help develop her knowledge and skills in the delivery of the EYFS. However, there are no clear procedures in place to evaluate the provision so that gaps in the service provided can be identified.

Some basic written policies are available to give parents an understanding of the childminder's service. They are kept suitably informed about their children's day through daily discussion. The childminder gathers all the necessary information from parents to ensure that children's welfare needs are met in practice. However, there is no evidence to suggest that parents are involved in identifying their children's starting points with regard to learning and development. A written complaints procedure is in place should parents wish to make contact with the regulator.

The quality and standards of the early years provision

Children are happy in the childminder's care and have formed trusting relationships with her and members of her family. As a result, children feel secure and at ease in the childminder's home. The childminder has an awareness of the learning and development requirements of the EYFS and provides a suitable range of activities, which are age related and contribute towards children's future economic well-being. However, resources accessible to the children do not promote all six areas of learning and those which reflect diversity are limited. This prevents children from independently consolidating many aspects of their learning and acquiring knowledge about the world in which they live. Nevertheless, children from other

cultures are warmly welcomed into the childminder's home and through discussion the childminder demonstrates a sound awareness of their likes, dislikes and capabilities. However, there are no clear procedures in place to monitor children's progress or to demonstrate that a broad and balanced curriculum is being delivered to the children.

Although the childminder's garden is excluded from the registration children are taken to the park on a regular basis where they enjoy running around in the fresh air and playing on fixed play equipment, such as the swings and slide. Children also enjoy testing their physical skills indoors, by kicking, throwing and learning to catch soft balls. As they play with the childminder children are beginning to recognise colours and develop counting skills. Excitement is shown as young children press buttons on electronic toys and listen to the music and observe flashing lights. Children enjoy constructing simple models with building blocks and visits to the library help to develop their love of books.

The childminder recognises the importance of respecting babies' routines to provide an environment that is consistent with home. Good nappy changing routines are followed and young children have their hands washed with wipes before eating. The childminder's home is warm and clean. Age-appropriate strategies are used in respect of behaviour management and, in the main, children behave well. Children's efforts are regularly praised, which helps them feel good about themselves. Children sit on the sofa whilst eating food, and drinks are available to allow them to quench their thirst. The childminder provides breakfast and snacks for the children which included healthy options, such as porridge, yoghurts and rice cakes. Children are well supervised as they play and are restrained appropriately in buggies when out walking with the childminder. The childminder teaches children about road safety to make them aware of the potential dangers of the road.

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?	3
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

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
--	-----