

## Inspection report for early years provision

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<b>Unique reference number</b>	307392
<b>Inspection date</b>	02/04/2009
<b>Inspector</b>	Nighat Ghani

<b>Type of setting</b>	Childminder
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## 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 has been registered since 1998. She lives with her husband and two adult children in Worsley an area of Manchester. The whole of the ground floor of the house is used for childminding. There is an enclosed garden area for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children under five, who are in the Early Years Foundation Stage (EYFS), on a part-time basis. The provision is also 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. Children are well cared for and feel welcome and valued. They make satisfactory progress in their learning and development. Although the childminder has some awareness of how children learn and develop, her methods of assessment do not ensure planned activities support all the learning areas. Systems for evaluating her provision are at an early stage and needs to be developed further to bring about continuous improvement. She has a positive partnership with parents but has not yet set up systems for parents and other early years providers to promote the care and education of the children.

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

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

- continue to develop an understanding of children's learning and development in order to implement regular assessments reflecting all areas of learning which directly inform future planned activities
- take positive steps to prevent the spread of infection after nappy changing and use of communal towel to dry children's hands
- establish an effective two-way flow of information with parents and other providers to promote the integration of care to ensure the children's progression and continuity of learning.
- continue to develop system in place to effectively monitor the provision to bring about continuous improvement.

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

- conduct a formal written risk assessment and make necessary adjustments to secure children's safety at all times; review this regularly recording each time this is carried out, by whom, the date of review and action taken following a review or incident. (Suitable

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premises, environment and equipment) (also applies to both parts of the Childcare Register)

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

The childminder is experienced and committed to meeting children's individual needs. She shares information about best practice with other local childminders and attends Sure Start sessions to extend her experiences. She recognises the importance of continuous improvement and she is beginning to identify the strengths and weakness of her provision. The childminder has a sound understanding of her role in safeguarding children and is fully aware of the procedures to follow should a concern arise. There are no written risk assessments that includes what needs to be checked on a regular basis.

The childminder recognises her current knowledge of the early learning goals and Early Years Foundation Stage does not help her to identify and share the next steps in learning for individual children. The childminder actively promotes diversity and inclusion in her practice and ensures that all children and their families feel included and valued. Her home is organised to give children good opportunities to become independent and a structured daily routine promotes children's welfare and meets their needs. Written policies and procedures are in place and contribute towards positive outcomes for children.

The childminder gathers information from parents to ensure she has a good awareness of each child's individual needs. The childminder and parents regularly discuss and agree children's care needs to ensure individual needs are met. However, there is no system in place to involve parents and other early year providers to ensure continuity and coherence to promote the education of the children.

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

The childminder has some understanding of how children learn and develop in different ways. She seeks valuable information from parents to establish children's starting points. She has introduced systems for recording children's observations but has not assessed these or identified children's next steps. Consequently she plans mostly for the children's group needs rather than individual needs. A suitable range of resources are organised in low level units, to offer children choices and to promote independent. Consequently, children confidently make their own decisions and happily develop imaginative games. For example, young children have fun pushing trains on the train track and taking dolls for a ride in the push chairs. They hide in the play house and whisper to each other so that the childminder can not find them. Spontaneous play activities are gently supported and children's individual preferences and interests are recognised.

Children are developing understanding about the wider world through activities and celebration of different festivals. The childminder joins other childminders on

daily outings to provide opportunities for young children to socialise, play together and explore different challenges. Children's physical skills are promoted as they use a good selection of equipment in the back garden and are taken out to the local park where they run around freely in an open field.

Children behave well. They have a good understanding of acceptable behaviour due to clear boundaries and expectations which are given to help them learn right from wrong. They are encouraged to share and take turns when playing. Children learn appropriate hygiene practices as they wash their hands before eating and after using the toilet. However, all the children use a communal towel to dry their hands and the childminder uses the kitchen sink to wash her hands after nappy changing. This increases a risk of cross infection and contamination.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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). 10/04/2009

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 (CR5). 10/04/2009

## **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**

There has been no complaints made to Ofsted since the last inspection.

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.