

## Inspection report for early years provision

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<b>Unique reference number</b>	502395
<b>Inspection date</b>	14/07/2009
<b>Inspector</b>	Rachel Ruth Britten
<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 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 1996. She lives with her husband and two children aged 14 and 17 years. The family live in the Sale area of Trafford. The whole of the ground floor and the upstairs bathroom facilities are used for childminding purposes. There is a secure garden available for outdoor play. Family pets include one black Labrador dog.

The childminder is registered to care for a maximum of five children at any one time. There is currently one child on roll aged seven months. The child is within the Early Years Foundation Stage (EYFS). The childminder also offers care for children aged over five years. This provision is registered by Ofsted on the Childcare register. The childminder is able to support children with learning difficulties and/or disabilities and supports children who speak English as an additional language.

The childminder holds an appropriate level three qualification in Early Years.

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

Overall the quality of the provision is good. She is confident, experienced and outgoing, warmly supporting each child to make good progress. She recognises the uniqueness of each child and includes each one effectively, making professional and caring partnerships with parents and others so that each child's individual needs are consistently met. The childminder possesses good organisational skills and prioritises self-evaluation and planning for continuous improvement, although she has not undertaken EYFS training.

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

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

- ensure that prior written permission is obtained from parents for each and every medicine before it is given
- ensure that the risk assessment identifies aspects of the environment that need to be checked on a regular basis and that these are recorded
- match observations on children to the expectations of the early learning goals and assess children's starting points and progress over time in order to demonstrate their progress and make plans for their next steps

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

The childminder's maintenance of records, policies and procedures is highly effective. She keeps them well organised and regularly reviewed so that they are in line with current practice and also reflect the service that is offered. For example, the behaviour, bullying and biting policies are all based upon what works

for her as well as what the EYFS requirements expect. She carefully goes through all these policies and procedures with parents at the beginning of every placement and gives them copies to keep at home for reference. Her knowledge and confidence about safeguarding children is impressive. She has scrutinised and highlighted various important points from recent training materials for future reference. She takes care to devise helpful risk assessments for all outings and her attention to detail with respect to the checking of suitable car seats ensures that risks are minimised and children are very well safeguarded. Accidents, incidents, medication and previous injuries are carefully recorded and parents sign to acknowledge every entry. However, parents have discussed their instructions rather than given written consent for the use of a prescription temperature reducing medicine which they have brought to the setting for the childminder to use if necessary.

The childminder organises her home and resources well so that the environment is immaculately clean and provides ample safe space for play and activity in the home and garden. Procedures for food hygiene, fire prevention, safety in the home and emergency planning are all used. Great care is taken to ensure that the pet dog poses no compromise to health and all toys are kept orderly, cleaned and accessible for use. Passwords for child collection and monitoring of the computer are in place. A detailed risk assessment is undertaken periodically and the childminder adopts safe practices throughout the day, such as never having hot drinks in the proximity of children. However, her risk assessment does not identify the areas of the home and garden which need checking on a regular basis, so she is relying on her visual checks and organisation rather than a checklist.

The childminder has not been able to access EYFS training and some other courses due to demand, but she strives to continuously improve. She keeps her practice under constant review, using the Ofsted self-evaluation form and scrutinising all information which is given on courses or from advisors. She plans to devise a questionnaire to elicit feedback from parents and use a reward chart idea for encouraging children to make positive contributions. Her ideas for improvement are tailored to the individual children on her roll and ways to best meet their needs. She is a good communicator and keeps up to date with useful technology. Digital photography, mobile phone texts, websites are used to good effect. Great care is also taken to protect confidentiality and privacy throughout, for example, by deleting digital pictures once they have been printed. Links with other providers and services are also very effective because the childminder forges appropriate working relationships with key workers, teachers and other professionals where necessary. This ensures that parents know about all aspects of their child's day and all adults are able to cooperate on education and welfare matters as diverse as bullying and speech therapy. As a result, all children's individual needs are met.

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

The childminder supports children's learning with skill, experience and confidence. She relishes the time she spends with each child and provides constant appropriate stimulus to progress. For example, she takes the baby with her wherever she is in the house, talking to her about what is happening and making body and eye

contact. She provides safe space for the baby to sit with her on the activity mat and plays with her, using various toys and items with textures to feel, sounds to make, and stimulus for the baby to listen, vocalise and mobilise. Scrapbooks given back to the childminder from families where children have recently moved on from the setting but keep in regular contact, enable the inspector to see how a wealth of exciting craft, messy, gardening, physical, role play, celebration, and social activities are laid on.

The childminder has undertaken professional childcare training and has a good understanding of the six areas of learning and how to weave them into everyday activities and experiences so that children make good progress in all areas. She has taken time to understand and follow the existing home routines of babies so that they settle easily into the setting, eating and sleeping well. She also continues their experiences outside the home, taking them to the same toddler groups and swimming sessions that their parents took them to before returning to work. The care provided is therefore truly individualised and consistent with home, but also provides new opportunities and challenges too, such as getting used to the dog.

The childminder makes sensitive observations of what children can do both in written and photographic form so that parents are involved and up to date with what is happening and a daily diary supports routine feedback too. Sensitive advice, for example, that the baby takes her milk better from a trainer cup, is passed on so that parents are happy to adopt this too. Parents and the childminder have discussed routines and likes and dislikes, but the childminder has not prepared an initial assessment to plan for the child's next steps. In addition, she is not clearly linking her observations to the expectations of the early learning goals to ensure that children's development is appropriate to their age. Nevertheless, the childminder and parents are working well together to ensure that children achieve as much as they can.

The childminder ensures that children's welfare needs are met well. Safety, health and well-being are her first priority. Her vigilance, teaching, and good preparation and organisation enable children to experience a wealth of challenging play and activity, whilst learning how to protect themselves. For example, she insists upon sun cream, hats and appropriate clothing for the weather so that children can be outside whatever the weather and she teaches them appropriately how to be safe walking, in the car, around strangers, and in public places. They learn about healthy eating through growing and eating their own fruits and vegetables in the garden and can always take part in setting things up and clearing away for themselves. The childminder's priority and skills are used to the full to encourage children to become independent and caring of others, developing the habits and behaviour appropriate to good learners and citizens. For example, babies are given a spoon early to encourage them to start trying to feed themselves, and pre-school children sit and work out what they want their behaviour rules to be both at the setting and at home.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<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

<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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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