

Inspection report for early years provision

Unique reference number	504995
Inspection date	07/05/2009
Inspector	Susan Margaret Lyon

Type of setting	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 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 1992 to care for four children. She lives with her husband and three children in Oldham. The rooms and areas of the house used for childminding are the lounge, dining room, kitchen, upstairs bathroom and back garden. There is a pet cat in the household. The childminder provides an out of school service from local primary schools. There are currently four children on roll. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time at the setting as they engage well in a good range of interesting and stimulating activities. Observation and assessment arrangements help children progress, although the system is not yet fully developed. Children's safety and welfare is promoted well. All children are included and their individual needs are met. Most documentation is in place and a comprehensive range of policies contribute to the safe and efficient management of the setting.

What steps need to be taken to improve provision further?

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

- ensure information from observations is always used to plan the next steps in children's learning

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

- obtain information regarding who has parental responsibility for the child, and who has legal contact with the child (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)

21/05/2009

The leadership and management of the early years provision

The childminder continually improves the service she provides through evaluating her practices by clearly identifying areas for improvement. For example, she is increasing interest in diversity by the recognition of religious festivals throughout the year. She has successfully completed recommendations from the last inspection, such as ensuring the fire blanket is accessible and keeping the entrance and exit locked, thus preventing children being able to leave unsupervised. The childminder regularly asks parents if they are happy with the care and attends on-going training in order to update her knowledge and skills. Furthermore, the

childminder has improved the outdoor play area by fitting higher fencing and adding a decked area for table activities enhancing the safety, security and enjoyment for children.

Parents are welcomed into the setting and are given copies of all policies. Daily chats and the sharing of children's files keeps parents informed of what their child can do. Individual needs of children are discussed with parents and recorded on child record forms including health and dietary requirements. However, information regarding who has parental responsibility for the child, and who has legal contact with the child is not obtained. This is a requirement of registration. The childminder has established links with local groups and schools providing the Early Years Foundation Stage framework to share information, ensuring the continuity of care and learning. Children's safety and welfare are promoted well. Children are protected due to the childminder having a good understanding of child protection procedures, and an awareness of the vetting of household members.

Strong emphasis is placed on keeping children safe through close supervision. They are cared for in a safe and secure environment due to numerous precautions being in place. For example, socket covers, corner caps and a visitors book is in place and used. Furthermore, children are kept safe on the premises due to the childminder having an emergency escape plan which is practised with children. Play areas are organised to allow children to move around freely and safely. A comprehensive range of policies and procedures contribute to the safe and efficient management of the provision, such as a safeguarding and collection policy. All children are included in the setting through the childminder changing or adapting the way play is provided to suit all level's of ability.

The quality and standards of the early years provision

The childminder has a clear understanding of the six areas of learning and she helps children to learn through talking to them and asking them questions to make them think. For example, while completing a puzzle, she says 'lets look for two straight sides' and 'who's got yellow hair?' Observation and assessment arrangements help children progress, although the information from observations is not always used to plan the next steps in their learning. Children engage well in a range of interesting and stimulating activities. For example, a child proudly shows me a snail farm she has created.

Children seek to do things for themselves, such as putting on their slippers and they freely use comfort objects, such as blankets. Babies communicate in a variety of ways, such as squealing with pleasure and babbling. Children confidently use simple statements, such as 'here's your dinner' during role play. Children recite some number names in sequence as they count to ten and use number names spontaneously as they plant the seeds in pots. They show great interest in living things and ably talk about what they see, such as describing how the snails move. Babies become increasingly mobile as they pull themselves up using furniture, and explore objects, textures and materials in the treasure baskets.

Children complete simple programmes on the computer and know how to operate

simple equipment, such as electronic sound and musical toys. Children move in a range of ways both indoors and out. For example, they hop and jump and climb through tunnels. They create 3 D structures using junk boxes and building bricks. Children enjoy joining in ring games, such as ring a ring of roses, and sing favourite songs. They use their imagination in art to create sticking pictures using twigs and leaves.

The childminder treats children with kindness and consideration, and as a result children are happy, settled and eager to play. The childminder helps children to keep themselves safe through relevant discussions about road safety and stranger danger. They benefit from fresh air and exercise through walking to and from school each day. Children stay healthy through good hygiene routines, such as washing hands after toileting and before food. An exclusion policy being in place and satisfactory nappy changing routines prevents the spread of infection. Children enjoy their time at the setting as they frequently laugh, smile and chat.

Children feel a sense of belonging as they keep their slippers at the setting. The childminder promotes interest in diversity through recognising festivals from other countries, such as making dragon masks and lanterns for Chinese New Year, and providing a range of resources, such as ethnic dolls, Chinese plates, toy wheel chair and books showing different cultures. Children's behaviour is managed positively through giving lots of praise and making boundaries clear using 'house rules.' This contributes to children's confidence and self-esteem. Overall, children are making good progress towards the early learning goals which are the building blocks to their future economic well-being.

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?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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:

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 (CR2) 21/05/2009

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 (CR2) 21/05/2009