

Inspection report for early years provision

Unique reference number	EY310335
Inspection date	13/07/2009
Inspector	Joan Isabel Madden

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 2005 and when required employs an assistant to work with her. She lives with her husband and two children aged nine years and eight years. The family have a dog. They live in a house in Woodhouse Park, Wythenshawe, Manchester close to local amenities including schools, pre-schools, parks and shops. The sitting room and playroom on the ground floor are used for childminding. The bathroom facilities are on the first floor. There is a fully enclosed flagged area available for outside play. Access to the premises is suitable for people with disabilities.

The childminder is registered to care for a maximum of six children at any one time on the Early Years Register and on the compulsory part of the Childcare Register when working alone and with her assistant. She is also registered on the voluntary part of the Childcare register to enable her to care for older children. There are currently seven children on roll aged from one year to three years. They all attend on a part time basis. The childminder supports children with learning difficulties and disabilities and who speak English as an additional language.

The childminder is a qualified nursery nurse. As required she collects children from the local school and runs a local toddler group. 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. In the main the childminder is conscientious and puts her energies into meeting the needs of the children in her care. The children are well cared for and are making good progress in their learning and development. The childminder is keen to continually improve but has not set up formal systems to monitor the provision. She has established professional working relationships with the parents and other providers and recognises the importance of working in partnership with them to promote sound quality care and education.

What steps need to be taken to improve provision further?

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

- develop the assessment system in order to track the children's progress towards the early learning goals in the six areas of learning and use this information effectively to inform planning
- make more effective use of the outdoors by incorporating it into the children's everyday experiences to allow them the freedom to explore, use their senses and be physically active and exuberant
- implement an evaluation system to identify the setting's strengths and priorities for development that will further improve the quality of provision for all children.

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

- ensure there is at least one person present on the premises who holds a paediatric first aid certificate at all times when the children are present (Safeguarding and promoting children's welfare).

10/08/2009

The leadership and management of the early years provision

The childminder is working within the conditions of her registration and ensures all people living and working with her are vetted. She is well organised and generally provides the children with a balanced range of suitable activities. The childminder has a secure knowledge of how to follow the child protection procedures should she have a cause for concern about a child. She has carried out full risk assessments for all aspects of the provision. However, the childminder or her assistant do not hold an appropriate up to date first aid certificate thereby putting the children at risk. This is a breach in regulations. All records meet the required standards and the childminder ensures that these remain confidential and are stored appropriately. She is aware of the requirement to notify Ofsted of significant events.

Good progress has been made since the last inspection with the three recommendations raised relating to safety, hygiene, the provision of drinks and documentation. She is keen to continually improve but has not yet implemented a system for monitoring her provision to identify her strengths and areas for improvement. The childminder has professional working relationships with the parents. She has regular meetings with them to encourage a two way flow of information on the children. As a result care arrangements are carried out in agreement with parents to meet children's individual needs. However, children's progress towards the early learning goals is not sufficiently developed to share with parents. She is establishing a two way flow of information with nursery and school to develop some continuity of learning and care.

The quality and standards of the early years provision

Children are welcomed into a child friendly environment where there is a dedicated playroom that is equipped with child-sized furniture and resources that are well organised, visible and easily accessible to children. This room is maintained at a comfortable temperature, with a ceiling fan to cool the room on warm days. Although there is potential for free-flow play, as the playroom leads onto the outdoor area through patio doors, there is insufficient emphasis put upon integrating outdoor play into the everyday activities to allow the children greater freedom to explore, use their senses and be physically active and exuberant. The children operate in a secure and safe environment where sensible preventative measures have been taken to eliminate any identified hazards. For example, safety gates are in place to prevent children from going into areas not included in the

registration. Children are learning to take responsibility for their own safety as they tidy up after activities to prevent people from tripping and learn about road safety on outings. The areas used for childminding are clean and practices, such as keeping the dog and its feeding bowls separate from the children help to prevent cross contamination of germs. The children are learning the importance of following appropriate hygiene routines and are encouraged to wash their hands before handling food and as part of the toileting routine. The childminder has a good understanding of how to provide healthy snacks and meals. Fruit and vegetables usually make up part of a meal or snack helping the children to learn about healthy options. Fresh drinking water is available to children at all times and they are beginning to understand the benefits of water over other less healthy drinks. The childminder records the children's dietary requirements and ensures these are met.

The childminder has a sound understanding of how children learn and develop. She provides them with a suitable range of worthwhile activities and is able to demonstrate how activities and routines promote learning. As children play the childminder poses open-ended questions to challenge their learning. Routines include a good balance of adult-led and child-initiated activities. The childminder successfully judges when to work with the children and when to let children play independently. Childminder has recently adopted a comprehensive system, known as 'learning journals', for assessing the children that involves observations, evaluations of observations and identifying the children's next learning steps. However, this system is in its infancy and as yet is not sufficiently developed to inform planning or to track the children's progress towards the early learning goals.

Children are happy, settled and well behaved. They play well together are beginning to negotiate with one another to establish common goals for their play. Children confidently select from a range of activities and quickly become engrossed in their chosen activity. They are praised for their achievements helping to build up their confidence. Children approach the childminder easily to express needs, make comments and ask questions. For example, a child asks for fan to be turned down. As children play there is plenty of interaction between them and their childminder. They are asked questions to encourage them to talk about events in their lives and challenge their thinking. Children enjoy listening to and joining in with songs and rhymes. Posters and labels around the room help children to learn that print carries meaning and they have varied opportunities for mark making. The children's mathematical thinking is developing through everyday activities. For example, as children tidy up they are encouraged to sort toys into their labelled boxes. As children construct and complete puzzles they explore shapes and how they fit together. They learn about order of numbers, counting and calculation through number rhymes. Children initiate studying numbers on a wall chart. They are able to point to numbers that the childminder calls out and name the number that comes before and afterwards. The older children confidently count to 10. As children play the childminder promotes their mathematical thinking through skilled questioning. Outings into the local environment and further a field encourage the children to develop their knowledge and understanding of the world. They talk about their recent trip to the zoo and name the animals that they saw. The very young explore electronic toys by pushing buttons to make different sounds and

move onto another toy that involves pushing a ball through the top and eventually coming out of the bottom. The children learn about the differences in people by celebrating different religious festivals. Through creative activities children explore a range of textures and colours. They enjoy painting, modelling with play dough and creating collages. The children have many opportunities to take part in imaginative play including small world play and role play.

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?	4

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?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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

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:

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:

- gain an appropriate first aid qualification (CR1) (also applies to the voluntary part of the Childcare Register).

10/08/2009

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 compulsory part of the Childcare register (CR1).

10/08/2009