

Inspection report for early years provision

Unique reference number	EY315703
Inspection date	30/06/2009
Inspector	Mary Kilroy
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. She lives with her husband, adult son and grandchild, aged 12 in Salford, Greater Manchester. Her husband is registered to care for children at the same premises.

The whole ground floor, including a toilet and hand wash basin and the bathroom and childminder's bedroom on the first floor of the childminder's house, are used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered to provide care for a maximum of six children at any one time. When working with another childminder at the above premises, they may care for a total of no more than 10 children aged under 8 years. They currently care for 11 children who attend for a variety of sessions, six of whom are within the Early Years Foundation stage age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has established links with other early years settings which minded children attend and that also provide the Early Years Foundation Stage framework. The childminder walks to local schools to take and collect children.

The childminder is a member of the National Childminding Association and has completed a level 3 qualification in childcare.

Overall effectiveness of the early years provision

Overall, the effectiveness of the provision is satisfactory. Meeting children's individual needs and providing good first hand experiences of the natural world are sound areas of the provision. The childminder works well in partnership with her husband, using their individual strengths well, and they demonstrate commitment towards achieving continual improvement. Children are making satisfactory progress within the Early Years Foundation Stage and observation, assessment and planning systems are developing well. Children's physical development is good and they are provided with a variety of ways to enjoy exercise and a healthy lifestyle. However, providing more opportunities for them to mark make and learn that everyday print has meaning, are areas for development.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to see that everyday print has meaning and increase opportunities for them to mark make
- complete a risk assessment of the procedures for holding barbeques
- ensure emergency evacuation procedure is practised frequently enough to enable young children to become confident when it is used and start to learn strategies to remain safe

The leadership and management of the early years provision

The childminder provides a stimulating and well organised environment, giving children choices and opportunities to become independent. Children are making satisfactory progress in all areas of learning and development. The daily routine promotes children's welfare and meets their individual needs effectively. All documentation is in place and there are written policies and procedures that promote children's health, safety, achievement, enjoyment and ability to make a positive contribution. The childminder has sound understanding of the Safeguarding children procedures and children are learning strategies to remain safe through reminders from the childminder of how many should be on the trampoline at a time and to sit at the table to eat. They understand the house rules around safety, such as helping to tidy away toys, so that no one trips over them and they learn road safety skills during walks to school. The childminder enables them to take minor risks, in a safe environment. A camera to the front of the premises monitors visitors and older children, as they play and talk to friends. However, the emergency evacuation procedure needs to be practised frequently enough to enable young children to become confident when it is used and start to learn strategies to remain safe. A risk assessment of the barbeque and safety of children whilst it is in operation, are areas to be addressed.

The childminder is committed and enthusiastic and strives to improve the service she provides. Children enjoy an inclusive environment that makes everyone feel welcome. Parent's views and requests are acted upon. This helps her to successfully monitor the service she provides. Records for the safe and efficient management of the Early Years Foundation Stage are maintained satisfactorily and children's individual needs are fully met. The childminder has cared for older children with additional needs, to enable them to be in a safe environment after school. She tries hard to meet parents wishes and requirements, such as those of nursing mothers and parents who work long hours. The childminder is aware of the strengths and some of the weaknesses of the setting and self evaluation is used as a tool for future improvement. All recommendations from the previous inspection have been met, to improve children's self help skills, ensure they remain safe, well-hydrated and develop positive attitudes to all areas of diversity. All children are making satisfactory progress from their starting points and their individual needs are met well.

The childminder has developed written policies and procedures, which are discussed with parents. This helps to develop good working relationships and a shared understanding from an early stage. Parents are provided with a wealth of information about their children's care, learning and development and are consulted about children's interests. They are able to contribute to planning, assessment and reviewing procedures. The setting works well in partnership with parents and others and has formed links with other providers of the Early Years Foundation Stage.

The quality and standards of the early years provision

The childminder has satisfactory knowledge and understanding of the underlying principles of effective early years practice and links her activities to the Early Years Foundation Stage. Effective assessment procedures are being established and monitored to record children's progress and individual learning. Children's starting points are discussed on admission to the setting and the childminder builds on their likes and interests. Regular observations, videos and photographs are used to inform planning, capture unique moment's in the daily play and focussed activities are evaluated and enhanced to improve practice.

Children develop a good sense of belonging within the setting and access toys and join in conversation confidently, when encouraged by the childminder. A balanced range of resources are available for children across the age ranges. The childminder asks open ended questions and introduces interesting new descriptive words, such as describing pulp, when talking about a pear and 'Nice, red, juicy strawberries.'

Children have access to some mark making materials, however there are limited opportunities for children to see examples of everyday print, to learn that it has meaning, in many areas of the provision. Children plant, tend, cook and eat fruit and vegetables, including strawberries, beans, black and blue berries, peppers and apples. The childminder and child discuss how they found a picture of a runner bean a long time after they had grown and cooked them. The child recalled growing them and had recognised it from the picture. Children enthusiastically search for and find the peppers, which have been moved into the sunshine, they discuss caterpillars and ants climbing on, and eating, the fresh green leaves. They know that ants move in a line and enjoy making pictures of ants on nibbled leaves, to take home. Children have good opportunities to learn first hand about the natural world.

Children have good opportunities to problem solve, such as through reminders that the water level is too high, lets turn it off, or by being helped to decide whether a letter is d or b. The childminder suggests trying something another way round ,to make it fit. There are opportunities to count and calculate as they naturally occur, such as counting stools to children and setting the table. Children use programmable toys, tills and money to contribute towards their future economic wellbeing.

Children help one another and prefer to bounce together on the trampoline, rather than alone. They discuss their families with the childminders and are starting to take turns and show concern for others. They use 'please' and 'thank you,' sometimes spontaneously, sometimes when prompted. The childminder asks 'Do you remember...?' to stimulate their imaginations. Photographs and videos are taken to show activities and progress made and to enable children to recall past events. The childminder names and acknowledges children, as she gives out fruit and they are eager to help to tidy up dough, or set places at the table. Children are achieving well in the Every Child Matters outcomes.

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?	2
How well are children helped to enjoy and achieve?	2
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

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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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