

Inspection report for early years provision

Unique reference number	EY318936
Inspection date	11/05/2009
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. She lives with her husband and two children aged four years and six years. They live in a house in Sale, Manchester close to shops, parks, schools and pre-schools. The whole of the ground floor is used for minding children; this includes the kitchen, playroom and downstairs toilet. In addition, two of the bedrooms are used as quiet areas where the babies and toddlers can rest. There is a fully enclosed garden available for outside play. Access to the premises is suitable for people with disabilities.

The childminder is registered to care for a maximum of four children at any one time on the Early Years Register and on the compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently six children on roll aged from 11 months to six years. Of these, one child attends on a full time basis and the remainder are part-time. The childminder supports children who speak English as an additional language and offers respite care to children referred from the local children's centre.

The childminder is working towards the Diploma in Home-based Childcare and level 3 in Children's Care Learning and Development. She collects children from the local school and attends toddler groups on a regular basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder is highly motivated and well organised. High importance is placed upon meeting the children's individual needs, thereby recognising the uniqueness of each child. The children are well cared for and make good progress in their learning and development. The childminder displays a strong capacity for continual improvement. She has a successful partnership with parents as she values the importance of working together to promote good quality of education and care.

What steps need to be taken to improve provision further?

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

- secure knowledge and understanding of the learning and development requirements for the Early Years Foundation Stage to extend children's learning and offer them appropriate challenges
- develop the assessment system to track children's progress towards the early learning goals at regular intervals.

The leadership and management of the early years provision

The childminder is capable, organised and motivated. She remains calm and consistent at all times and manages the provision very well. The childminder uses her time effectively to meet the range of needs of the children in her care. High priority is put upon inclusion ensuring all children take part in activities with the required level of support. The childminder fully understands her conditions of registration and is working within these. Without fail, she informs Ofsted of any significant event.

The childminder displays a strong capacity to improve through gaining relevant qualifications, support from the local authority and through researching materials. However, she has not attended specific training on the Early Years Foundation Stage (EYFS). She acknowledges that this would help to consolidate her knowledge in order to further extend the children's learning. Her detailed self-evaluation of the provision's strengths and areas for development are accurate. The childminder has made good progress since the last inspection with the two recommendations that were raised relating to resources and documentation.

The childminder has established positive relationships with parents. They are provided with comprehensive information on the setting through policies and procedures. The childminder always discusses the course of the day with parents and encourages them to share any concerns. Equally she informs parents of any concerns she has and how they can work together to resolve situations. The childminder maintains a 'development book' on each child including information on their starting points gained from parents. Parents are able to take home the book that contains observations, photographs and samples of the children's work on a regular basis. Parents often add contributions to the book on their child's achievements. However, they are not provided with an overview of the children's progress towards the early learning goals.

The childminder has a secure knowledge of how to follow the comprehensive safeguarding procedure should she have a cause for concern about a child. Documentation meets the required standards including risk assessments, and additional policies and procedures successfully underpin the good care of the children. The childminder ensures that the children's individual records remain confidential and are stored appropriately.

The quality and standards of the early years provision

The children are welcomed into premises that are clean and organised with plenty of natural light. Rooms are maintained at a comfortable temperature. There is sufficient space and effective use is made of the different areas to meet the children's needs; these include a playroom with easily accessible resources to promote the areas of learning. All equipment and toys are checked and cleaned regularly. For creative and tabletop activities, the children use the kitchen table.

Very young children are able to rest in a travel cot or child's bed in the bedrooms.

Toilet facilities on the ground floor help to promote children's self-help skills. High priority is put upon the children developing sensible hygiene routines including washing their hands at appropriate times during the day and preventing the spread of infection by using tissues and covering their mouths when they cough. Children were observed washing their hands before preparing fruit for snack and as part of the toileting routine. They are protected from cross contamination by having their own towels and flannels and this practice gives them a sense of belonging. The childminder has an appropriate nappy changing routine in place that includes using a changing mat and wearing gloves.

Meal and snack times are used effectively to promote a healthy and independent lifestyle. Children confidently choose what they would like to eat and are involved in the preparation of food. On inspection day, the children choose and prepare grapes for snack. The childminder is aware of the children's dietary needs to ensure they receive appropriate foods. Fresh drinking water is available to the children at all times helping them to appreciate the healthy way to remain hydrated. High priority is placed upon keeping the children safe. The childminder ensures that the property is secure both indoors and outdoors at all times. She has an emergency evacuation plan in place and regularly practises this with the children, helping them to learn about keeping safe. As children play, she reminds them of how to keep safe.

The childminder is successfully building up her knowledge of the learning and development requirements of the EYFS. However, she is not yet at a level where she automatically and consistently extends the children's learning, offering them appropriate challenges. She supports and encourages children as they play and successfully judges when it is appropriate to let a child play independently and when to intervene. The children follow a sensible daily routine that includes both child-initiated and adult-led activities. These activities link to the six areas of learning and are often guided by the interests of the child and their individual next learning steps. The childminder carries out planned and general observations of the children accompanied by photographs and samples of their work. She is able to evaluate these to assess the level of the children's competence in that area and identify the next learning step. However, these are not further developed to track children's progress towards the early learning goals at regular intervals.

The children are well behaved, enjoy each other's company and learn from one another. They use conventions, such as 'please' and 'thank you' and are becoming aware of the benefits of sharing, taking turns and negotiation. Children confidently select from a range of accessible activities promoting their decision-making skills and independence. They display good levels of concentration and involvement in activities. Children receive lots of praise and encouragement helping to build their confidence and self-esteem. Throughout the day, there is plenty of interaction between the children and childminder thereby promoting their language skills. The older children are clearly able to express their needs and talk about events in their lives. There is a broad selection of books accessible to children and they enjoy listening to stories read by the childminder or when they attend story time at the library. These opportunities help children to appreciate books, use their imagination and know that print carries meaning.

Through every day activities, the children are being introduced to mathematical experiences. As they mould with play dough they judge how much they need for the different shape cutters. Children complete jigsaws and puzzles and build with construction kits helping them to learn about spatial awareness and explore shapes. However, as the children played with water and varied sized containers, the opportunity to extend their concept of volume, estimation and counting is missed. Through regular outings, both locally and further afield the children learn about the world around them. They regularly visit the library and local shops. These experiences are consolidated through imaginative play, such as the children dressing up and taking the 'baby' for a walk in the buggy. Children discover how things grow by planting seeds and looking after them. Even the very young take delight in watering the plants in the garden.

The children learn to respect the differences in people by exploring other cultures including their festivals. Through creative activities, they explore a range of textures and colours. The indoor and outdoor areas are linked and children often take part in activities outside, offering them opportunities for doing things in different ways and on different scales than when indoors. For example, during water play the children decided to paint the ground using brushes and water. Children make good use of the equipment in the garden to develop their physical skills. They enjoy playing on wheeled toys and negotiating pathways around the garden, climbing and sliding down the slide and developing ball skills. These activities are extended on visits to the local parks where the equipment offers more challenges.

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?	2
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:	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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