

## Inspection report for early years provision

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<b>Unique reference number</b>	EY320275
<b>Inspection date</b>	06/04/2009
<b>Inspector</b>	Anne Drinkwater
<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).

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 2006. She lives in the Blackley area of Manchester. The whole of the ground floor is used for childminding with bathroom facilities on the first floor. There is a rear yard for outside play. The family has a cat.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is provided Monday to Friday throughout the year. She is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder is kind, caring and provides a homely environment for children. She has a developing awareness of the requirements of the Early Years Foundation Stage (EYFS) framework and inclusive practice is generally well promoted. Friendly, professional relationships have been established with parents and other providers helping to promote security and consistency in children's lives. The childminder demonstrates a positive attitude to her continuous professional development and recognises that priority areas for improvement centre on planning, self-evaluation and meeting the legal requirements of the EYFS.

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

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

- develop ways to evaluate the effectiveness of provision and maintain continuous improvement, for example, by using the self-evaluation form (SEF)
- further develop systems for linking all children's observations and assessments to the EYFS and use to plan for the next steps in individual children's learning and development.

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

- carry out a risk assessment for each type of specific outing, sign and date the entries (Safeguarding and welfare) 19/05/2009
- obtain written permission at the time of the child's admission to the provision, for the seeking of any necessary emergency medical advice or treatment (Safeguarding and welfare). 19/05/2009

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

The childminder's home provides an enabling environment for all children. Resources are well organised and accessible to the children. Most aspects of documentation to promote the health and well-being of the children are in place, of the required standard, and organised to respect confidentiality. However, written consent from parents to seek emergency medical treatment has not been obtained from parents. Detailed risk assessments are in place for all aspects of the home environment, although these have been omitted for outings. Both of these issues compromise children's well-being and are breaches of regulations. The childminder has successfully addressed most of the recommendations which were highlighted at her last inspection. The childminder works with parents to settle children into her care and gathers the necessary information to ensure that their needs are met in practice and is committed to providing an inclusive service for children and their parents. A good range of well written policies are available to help parents understand the service provided and information on the EYFS is displayed. The childminder demonstrates a commitment to developing her child care practice. She has attended a number of training courses to help develop her knowledge and skills. Through discussion the childminder is beginning to identify some of her strengths and areas for further development. However, self-evaluation is not yet an integral part of her childminding practice. As a result gaps in her provision are not always identified.

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

Although the childminder has not yet managed to access training on the delivery of the EYFS, the childminder has a sound understanding of the learning and development requirements of this framework. The childminder collates photographic evidence and makes some written observations of children's achievements. However, these records are not used to plan or to identify children's next stages of learning. Consequently, children's progress towards the early learning goals is not monitored. Nevertheless the childminder is aware of what children like and can do, allowing her to build on and extend children's learning. For example, young children are engrossed with construction materials; to support them she provides them with construction kits which enable them to use their imagination, and with good questioning techniques extends this activity to include mathematical development and language.

Children are introduced to books from an early age and these are used for activities, such as celebrations and festivals. Activities, such as baking coconut macaroons, weighing and cooking ingredients and exploring the varying textures helps to promote children's senses. Children are regularly taken on outings to country parks, theme parks and libraries. These events help children develop their social skills and provide them with alternative play environments. Children have fun playing outdoors and a pleasing range of resources are available to help children develop and test their physical skills.

Children are provided with healthy meals, which are home made using fresh ingredients. The childminder's home is warm, safe, clean and in a good state of repair. Sensible house rules are in place to help children of all ages understand the standard of behaviour that the childminder expects of them. As a result, children learn to respect others and the environment in which they play. Fire drills are practised with the children and the childminder is aware of the importance of teaching children, with the use of props and example, about road safety to raise their awareness of personal safety.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	3

### 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>	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?	2
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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