

Inspection report for early years provision

Unique reference number	301301
Inspection date	14/05/2009
Inspector	Patricia Graham
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 1992. She lives with her husband and two adult children in the Greenfield area of Oldham. The whole ground floor of the childminder's house is used for childminding and bathroom facilities are situated on the first floor. There are enclosed gardens for outside play.

The childminder is registered to care for a maximum of three children at any one time in the early years age range and is currently minding three children full time. The childminder also makes provision for children older than the early years age group, which is registered on the voluntary and compulsory part of the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder supports children with learning disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The provision of personalised activities and experiences, which are tailored according to children's individual needs, ensures they reach their full potential. A secure awareness of the welfare requirements positively enhances children's safety and well-being. Good partnerships are forged with parents and outside agencies ensuring continuity and cohesion of care. Good procedures are in place for monitoring the provision ensuring good outcomes for children.

What steps need to be taken to improve provision further?

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

- increase technology resources to enable children to show interest in toys with buttons, flaps and simple mechanisms
- consider ways to seek parents views in order for them to contribute to the settings self-evaluation.

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

- keep a record of all accidents and any first aid treatment given. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

28/05/2009

The leadership and management of the early years provision

The childminder successfully meets children's care, learning and welfare needs because she has a secure understanding of the Early Years Foundation Stage (EYFS) requirements. She recognises the uniqueness of each child and provides appropriate activities, which challenges them in their learning, enabling them to make good progress. Through monitoring of her practice, the childminder identifies key strengths and areas for development, further promoting successful outcomes for children. However, parents are not actively involved in the evaluation process.

Good awareness of the procedures in line with the Local Safeguarding Children's Board procedures means the childminder can respond appropriately if child protection concerns arise. Children's safety is enhanced because the childminder ensures they are not left unsupervised with persons not vetted and robust systems are in place to ensure the safe collection of children. This contributes to children's safety and well-being.

Good links with parents and other agencies enables children's needs to be met effectively. For example, specific programmes of work are followed to enhance children's development ensuring they reach their full potential. Parents are well informed of their child's progress and take an active part in their learning. Links with the local school that children attend are fruitful, as systems are in place for regular communication through verbal updates and the childminder complements activities provided in school to ensure continuity in children's learning.

The quality and standards of the early years provision

Emotional relationships are formed with the childminder enabling children to feel happy and settled. They are totally at ease in the setting and actively explore the stimulating environment, which is well organised to create ample space. Consequently, children are able to refine their physical skills, such as crawling and sitting. This is further enhanced with lots of support provided by the childminder. Good emphasis is given on planning routines and activities which follows children's interests. As a result, children are continually stimulated. They enjoy exploring textures and sensory resources, such as soap flakes in water. However, they have limited opportunities to investigate how things work as action response toys are not consistently provided.

Children display good levels of concentration. They complete inset boards and build with a purpose as they stack the bricks to make high towers. The childminder supports children's vocabulary as she talks to them at their level and provides a good range of books to promote their interest in reading. As a result, children are developing a love of the printed word. Children learn about time as the childminder talks to them about routines. For example, she gives them ample notice before snack time enabling children to understand what happens next.

Children make good progress towards the early learning goals in relation to their starting points and capabilities. The childminder has good systems in place to

observe and monitor their progress as records of development clearly reflect children's achievements and next steps.

Healthy eating is promoted as the childminder provides nutritious meals and snacks, which successfully meets children's individual dietary requirements. Children experience the benefits of fresh air and exercise through walks in the community and regular trips to the park. The childminder is qualified to administer first aid, which means she can respond appropriately in the event of an accident. However, accident records are not consistently completed. This is a specific legal requirement.

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:

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 (CR8) 28/05/2009

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 (CR8) 28/05/2009