

Inspection report for early years provision

Unique reference number	307423
Inspection date	28/04/2009
Inspector	Julie Firth
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 1997. She lives with her husband and two children aged 12 and 15 years in Worsley. The lounge, conservatory, small playroom and bathroom and toilet on the ground floor are used for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered to provide care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll who attend for different sessions. Of these, six of the children are in the early years age range. The childminder is beginning to establish links with other early years settings which minded children attend and that also provide the Early Years Foundation Stage framework.

The childminder is member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder promotes children's welfare and learning and provides a suitable, safe and inclusive environment. Children's individual needs are met as the childminder quickly gets to know the children in her care. She is beginning to plan a suitable range of activities which support each child's learning and development. She reflects on her practice but formal self-evaluation systems are not yet fully in place. Therefore gaps in some aspects of the provision are not identified. There is a good working relationship with parents and they are kept well informed of their children's daily routines, care and learning.

What steps need to be taken to improve provision further?

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

- continue to develop observation and assessment systems to track children's progress
- continue to use self evaluation effectively to monitor all aspects of the provision
- further develop planning around all the six areas of learning to challenge the more able children.

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

- ensure that persons under the age of 17 collecting and walking with young children are supervised at all times (Suitable people) (also applies to both parts of the Childcare Register).

18/05/2009

The leadership and management of the early years provision

The childminder is committed and enthusiastic and continually strives to improve the service she provides. A structured daily routine suitably promotes children's welfare and meets their needs. The childminder's home is organised to give children opportunities to become independent. Written policies and procedures are in place and contribute towards positive outcomes for children. Records and documents are well organised and stored securely to maintain confidentiality.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents to ensure she has a good awareness of each child's starting points. Parents are provided with a wealth of information about their children's care, learning and development. For example, the childminder maintains children's individual folders and parents are able to view and comment on their children's records of development. This helps the childminder monitor the service she provides. Links are beginning to become established with other providers to ensure progression and continuity of care and education.

The childminder is committed to meeting children's individual needs and attends regular training. She recognises the importance of continuous improvement and is beginning to identify the strengths and weaknesses of her provision.

The childminder has effective systems in place to safeguard children. She ensures that all adults who come into contact with children are suitable. She understands her role in safeguarding children and is aware of the procedures to follow if she has concerns about children's welfare.

The quality and standards of the early years provision

The childminder demonstrates a sound knowledge and understanding of the Early Years Foundation Stage framework. She is starting to observe children at play and uses this information to plan their next steps in learning. Children are happy and settled in the childminder's care. A suitable range of activities help children make steady progress in their learning and development. Planning and assessment are in the early stages and are beginning to cover some areas of learning. However, this is not fully developed to challenge the more able children. The childminder has started to take photographs to illustrate the children's enjoyment and development. Resources are generally accessible to enable children to make choices about their play. There are sufficient resources to help children gain an understanding about the wider world.

The childminder develops warm relationships with the children and provides reassurance when they become unsettled which helps them feel safe and secure. She encourages children's social and emotional development as they mix with other children at the local group. Furthermore, they help to tidy away toys. The childminder reads to the children and asks them questions. She ensures that they have sufficient opportunities to make marks and use sounds. Furthermore, they

use number in rhymes and puzzles and have access to shape sorters. Children take walks into the community and visit a farm. They enjoy icing biscuits and sample foods from around the world. They show an interest in battery operated toys that make sounds and light up and programmable equipment.

Children enjoy playing imaginatively with dolls and prams and have access to a suitable range of resources to express their creative ideas, such as paint and collage materials. They explore colour and texture as they create a Mother's Day card and an Easter bunny. The rear garden provides opportunities for fresh air and exercise and children visit the local park to use large equipment to balance and climb.

Children's health and well-being are well promoted. Safe and hygienic nappy changing procedures are followed. Children learn about hygiene practices as they wash hands as part of the daily routine. They benefit from a good range of healthy homemade meal options to promote their growth and development. Children sit together at snack times which provides a social occasion using good manners, such as please and thank you. The childminder works very closely with parents regarding individual diets and sleep routines. The premises are safe and secure and children are learning about keeping themselves safe, for example, road safety. Daily checks are carried out to identify potential hazards and there are formalised risk assessments in place for the home and outings. However, although the childminder has written parental permission for arrangements for walking home from school, correct procedures are not being followed regarding the supervision of volunteers. This is a breach of regulation. Fire drills are in place. However, they are not practised with the children. The childminder acts as a positive role model to the children and they receive a clear message about what is expected of them. The children are polite and behave well. They become aware of sharing and taking turns from an early age.

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?	2
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?	3
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:

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 (CR3). 18/05/2009

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 (CR3). 18/05/2009