

Inspection report for early years provision

Unique reference number	311936
Inspection date	08/06/2009
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 1995. She lives with her husband and one child aged 14 years in the Droylsden, Tameside. The whole ground floor of the house is used for childminding and bathroom facilities are situated on the first floor. There is an enclosed garden 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 two children full-time and one child part-time. She also makes provision for children older than the early years age group. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder walks to a local school to take and collect children. The family has a rabbit and a cat. She is a member of a childminding network.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. A secure understanding of the Early Years Foundation Stage (EYFS) requirements ensures children's care, learning and welfare is successfully promoted. Relationships with parents and other providers are fostered, enabling continuity and cohesion of care for children. Suitable systems are in place to self-evaluate the provision and commitment from the childminder ensures continuous improvement.

What steps need to be taken to improve provision further?

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

- develop ongoing observational assessment to identify children's next steps in learning
- develop the processes used for self-evaluation to ensure further improvements.

The leadership and management of the early years provision

The organisation of toys and resources provides an inclusive and welcoming environment for all children. For example, children have access to a broad selection of activities, which fosters their independence as they freely select toys and activities of their choosing. Areas for improvement recommended at the previous inspection are addressed promptly ensuring continuous improvements. In addition to this, suitable systems are in place for self-evaluation as strengths are identified. However, monitoring systems are not yet fully developed to identify areas for development to ensure further improvements in the provision.

Good systems are in place for seeking relevant information from parents, which

ensures children's care, learning and well-being. For example, information is sought about children's starting points enabling the childminder to provide appropriate activities to extend their learning. A wide range of written information regarding the childminding service, such as policies and procedures, is presented in a portfolio and shared with parents. This keeps them abreast of the childminding service.

Good awareness of the procedures in line with the Local Safeguarding Children's Board procedures ensures children are safeguarded. Risk assessments on the premises and equipment are routinely undertaken to ensure children's safety in the home. Good emphasis is placed on helping children understand the importance of keeping themselves safe as they talk about road safety on outings and practise regular fire drills in the home. Effective systems are in place to ensure safe collection of children, for example, photographs or descriptions of adults collecting children are requested. This ensures children's safety and well-being at all times.

The quality and standards of the early years provision

Emotional relationships are formed with the childminder, enabling children to feel happy and settled. Children develop good levels of independence as they self-select toys and resources from the broad selection provided. For example, they select their favourite instruments. As a result, they build a repertoire of interesting sounds as they shake the maracas and explore tunes on the keyboard. Children investigate objects and materials, such as sand and foam, to develop their senses and babies show curiosity as they play actively with action response toys.

Children engage in regular outdoor play using a range of resources in the enclosed garden. At other times, they venture on outings to places of interest, such as trips to the park and toddler groups. The childminder supports children's vocabulary as she talks to them at their level. As a result, children are confident communicators. They chat confidently with the childminder and initiate conversation about past events, such as building a snowman in the winter. Babies' emotional needs are well met as they enjoy the nurturing contact with the childminder who responds to their needs by giving lots of cuddles and attention. Babies gain confidence in their physical development as the childminder encourages them to reach and grasp toys. Consequently, they are developing good levels mobility.

The childminder has good systems in place for observing children and this information is beautifully presented in observation files, which keeps parents well informed of their child's progress. However, observations are not always used to inform future planning. As a result, children's next steps in learning are not clearly identified across the six areas of learning.

Children understand the importance of a healthy lifestyle as they are provided with healthy snacks, such as seasonal fruits. They develop independence with their personal care as they wash their hands at appropriate times and effective hygiene measures are successfully implemented by the childminder who ensures the toys, resources and environment are cleaned on a regular basis. This minimises the risk of any cross-infection. Children's health is further promoted as the childminder is

qualified to administer first aid and has good maintenance of accident and medication records.

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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