

## Inspection report for early years provision

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<b>Unique reference number</b>	500557
<b>Inspection date</b>	20/04/2009
<b>Inspector</b>	Sheila Iwaskow
<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 1993. She lives with her adult daughter in the Northern Moor area of Manchester. The house is close to local parks, shops and schools. The whole of the ground floor of the property is used for childminding; this includes a lounge, kitchen and dining area and toilet facilities.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children under five years. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder holds an appropriate early years qualification and 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's home is warm and welcoming and inclusion is reasonably well promoted. Children make steady progress in their development and enjoy the suitable range of activities provided by the childminder. However, two of the legal welfare requirements of the Early Years Foundation Stage have been breached. The partnership with parents is sound. The childminder demonstrates a positive attitude towards continuous improvement, recognising that key areas for development centre around developing further her partnership with parents and procedures for self-evaluation.

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

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

- increase the availability of resources that reflect positive images of race, gender and culture to help develop children's awareness of the world around them
- ensure that assessments are used to clearly identify the next stages of children's learning
- invite parents to contribute to their children's assessment profile and to be involved in identifying their starting points with regard to learning and development
- implement procedures to monitor and evaluate the provision, taking into consideration the views of parents, to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

- conduct a full risk assessment for each specific outing  
(Safeguarding and promoting children's welfare)

11/05/2009

- conduct a detailed risk assessment of the home, ensuring it covers all aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they were checked (Suitable premises, environment and equipment).

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

The childminder understands her role in safeguarding children and is aware of procedures to follow if she has concerns about children's welfare. All relevant safety features are in place to minimise hazards and prevent accidents. However, there are no formalised risk assessments in place for the home or for each specific outing. This is a breach of regulations. All other records required for childminding are in place and of the required standard. Children are well supervised as they play and the organisation of the day, centres around the individual needs and interests of the children. Children from different cultures are warmly welcomed into the childminder's home and the childminder recognises the importance of providing a sharing and inclusive environment for children with learning difficulties and disabilities.

Recommendations made at the last inspection have been met. Since the last inspection the childminder has accessed training to keep her skills up-to-date and to help her with the delivery of the new framework. Through discussions the childminder is beginning to identify her strengths and areas for development. However, self-evaluation is not an integral part of the childminding practice so gaps in the provision are not always effectively identified.

Friendly relationships have been established with parents helping to promote security and consistently in children's lives. Informal chats help parents understand how their children have spent the day. As the childminder settles new children into her care she discusses with parents procedures she would follow should a child go missing or remain uncollected at the end of the day. In addition, she makes them aware of her approach to behaviour management and of Ofsted's telephone number should they wish to make contact with the regulator. Children's assessment records are shared with parents, however, parents' contributions to these profiles are not invited. Furthermore, parents are not involved in identifying their children's starting points with regard to learning and development and there are no systems in place to allow them to express their ideas or opinions on the service provided.

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

The childminder has a developing awareness of the learning and development requirements of the EYFS. She knows individual children in her care well and their abilities. Each child has a scrap book containing photographs of the at play and written observations of their achievements. Assessments clearly show that the

curriculum is being delivered in sufficient depth. However, the next steps of children's learning are not clearly identified. A balance of adult directed and child led activities are incorporated into the daily routines.

The childminder's home is warm, clean and creates an enabling and inclusive environment for all children. Good use is made of space and children have the added convenience of having toilet facilities on the ground floor. Children clearly enjoy the freedom that they have as they wander from the lounge to the kitchen and then into the back garden. Outdoor play is well promoted and allows children to develop many aspects of their learning. For example, they initiate role play as they play in the tent, develop hand writing skills as they marks with chalk on the paving stones and learn about capacity as they fill and empty buckets of sand.

Examples of children's art work and educational posters are displayed, helping to develop their awareness of letters, colours and numbers. A balanced range of resources are accessible to the children allowing them to made informed decisions about their play. However, although children learn about diversity through planned activities, daily resources which reflect positive images of race, gender and culture are limited.

Children behave well and share warm relationships with the childminder. Visitors to the setting are made to feel welcome and children eagerly show the inspector their bangles and tell her of their love of playing football. As they play children are encouraged to count in sequence, identify colours and name shapes. Such activities successfully contribute to children's overall economic well- being. Children enjoy listening to the stories with the childminder or looking at books on their own. Playing with electronic toys encourages children to find out how things work and visits to the shops and park are popular activities with the children. A varied range of opportunities are available to allow children to develop their artistic talents. Examples of children's work show that they enjoy colouring, designing cards and making hand prints using paint.

Food provided is, in the main, balanced and nutritious. Drinks are available to ensure that children remain refreshed throughout the day. Hand washing is incorporated in to the daily routine and the use of individual towels helps to stop infections being spread. Although the childminder is not currently caring for very young children she recognises the importance of respecting their individual routines and has a sound awareness of their developmental needs. Children practise fire evacuation procedures and learn about the dangers of the road when out walking with the childminder. Such practices help develop children's awareness of personal safety. The childminder is suitably qualified in first aid ensuring that any minor accidents are dealt with appropriately.

## 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?	3
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?	3
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>	3
<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?	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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:

- implement a written statement to be followed to safeguard children being cared for from abuse or neglect (CR2) (also applies to the voluntary part of the Childcare Register) 11/05/2009
- devise a written statement of procedures to be followed in relation to complaints (CR7) (also applies to the voluntary parts of the Childcare Register) 11/05/2009

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 compulsory part of Childcare Register. (CR2 and CR7) 11/05/2009