

Inspection report for early years provision

Unique reference number	EY371270
Inspection date	04/06/2009
Inspector	Glynis Margaret Kite
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 2008. She lives with her husband and four children aged 15, 13, nine and six years in Little Hulton, Salford, Manchester. The whole of the ground floor of the childminder's home is used for childminding purposes, with bathroom facilities on the first floor. There is an enclosed garden for outside play. Access to the property is gained at ground floor level.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time, of whom three may be in the early years age range. She is available to provide care each weekday, on a full-time basis. There are currently five children on roll, four within the Early Years Foundation Stage.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are making satisfactory progress in their learning and development. The childminder is working hard to improve her practice and is achieving this through seeking the support of her local Sure Start and through attending further training. The childminder has established effective partnerships with parents and promotes a consistent approach for the care and well-being of the children. The childminder promotes inclusion effectively, she is able to cater for the individual needs of children based on information gathered from parents, through her own observations and by being involved with the children. She ensures all children have access to appropriate resources and equipment to support their care, learning and development and takes on board their interest. The required written documentation is in place to support the effectiveness of the setting. The childminder has taken appropriate steps to address previous actions and recommendations, and demonstrates sufficient awareness of how to maintain continuous improvement through self-evaluation.

What steps need to be taken to improve provision further?

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

- make sure all policies and procedures listed for parents' information are in place and available (in this instance lost children)
- develop a range of natural materials for younger children to explore
- organise regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The leadership and management of the early years provision

The childminder demonstrates a sound knowledge and understanding of the Early Years Foundation Stage framework and is taking steps to improve the provision.

She has implemented several well written policies and procedures for the benefit of parents and to demonstrate how she operates. However, there are some omissions, such as a policy for lost children. The childminder has attended further training and has plans in place for even more, demonstrating a commitment to continually develop the provision. At present, the childminder has not adopted a formal system for evaluating her setting. However, she is able to demonstrate through discussion a clear understanding of the value of self-evaluation and can explain how she identifies areas for improvement and what steps she has taken to improve her practice since the last inspection.

The childminder organises the space and resources effectively to ensure all children benefit from their time with her. Children have access to the outdoor play area for the majority of the time and enjoy the freedom of movement between indoors and outdoors. Written risk assessments ensure that all areas, equipment and resources used by children are safe for them to do so. Appropriate written procedures are in place for the safe management of emergency situations, although there have been no emergency evacuation drills practiced to date.

All children and parents are welcomed. Some information is displayed for parents, such as the childminder's registration certificate and insurance document. The childminder shares a wealth of information with parents about their children and the progress they are making. She also seeks their views about the provision through questionnaires. Parents have stated that they are happy with the provision and the opportunities their children enjoy.

The quality and standards of the early years provision

Children are happy and settled with the childminder. On arrival, children go outside to play and quickly become engaged with chosen toys and equipment. Children enjoy both gross and fine motor play in the garden. Children have access to a suitable range of resources, although the range of natural resources is limited. The childminder has obtained detailed information from parents about their children's likes and dislikes, as well as what children can do. This information helps the childminder to plan adult-led activities and to provide activities which the children are interested in.

The childminder has established a system for recording observations. These are based on written details and photographs of children at play, demonstrating the full range of activities the children enjoy. Play plans are not written, but the observations take account of the six areas of learning and the next steps in children's learning are identified.

Children are learning about good hygiene practice through daily routines and the support given by the childminder. She makes washing hands fun and provides the youngest children with appropriate equipment to enable them to gain independence, such as a step to help them reach the taps. Children benefit from a healthy, balanced diet. The childminder has obtained details of the individual requirements of each child and takes this into account when planning meals and snacks. All of the children sit together at the table for meals and snacks. Meals are

freshly cooked each day and include vegetables and fresh fruit. The childminder has provided appropriate booster seats to accommodate the youngest children.

Ground rules help children to play safely and to be considerate towards each other. Older children share and take turns with the toys and equipment. The childminder works closely with parents to ensure a consistent approach with regard to behaviour management. The children are responsive to the childminder and behave well.

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?	3
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?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----