

Inspection report for early years provision

Unique reference number	EY384863
Inspection date	19/05/2009
Inspector	Susan Elaine Heap
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 lives with her three children aged nine, five and two years old in the Abbey Hey area of Manchester. Her premises are close to local amenities and are accessible to people of limited mobility. She uses the living room, kitchen/diner and landing for childcare purposes. Bathroom facilities are on the first floor.

The childminder is registered to care for a maximum of four children at any one time. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and voluntary part of the Childcare Register

Overall effectiveness of the early years provision

Overall the provision is satisfactory. The childminder successfully promotes children's health, safety and welfare through a range of appropriate policies and procedures. Systems for observation and assessment are gradually developing and ensure children access a satisfactory range of resources to support their learning. Partnership with parents and other professionals ensure children's unique needs are met and planned for. Through informal self evaluation, the childminder has identified some areas for future development to bring about further improvement within the setting.

What steps need to be taken to improve provision further?

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

- continue to develop the observation, assessment and planning systems to aid confidence in its delivery and to ensure each child's next steps in their learning and development are identified and met.
- implement a system to monitor children's progress towards the early learning goals to ensure that any gaps in their learning are identified

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

- keep a record of risk assessment, clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident
(Documentation)

02/06/2009

The leadership and management of the early years provision

The childminder has a sound knowledge of the Early Years Foundation Stage (EYFS) and has successfully started to implement this. Children benefit from an organised daily routine which includes a balance of free play and planned activities, either in the home or in the local community, which help them to make steady

progress in their learning.

Appropriate steps have been taken to ensure children are cared for in a safe homely environment, but written risk assessments are not available for inspection. She has a sound knowledge of safeguarding procedures which ensures she is able to seek advice and follow the correct procedures in the event of a concern. All required documentation to support children's welfare are in place, such as accident and medication records.

The childminder has a sound understanding of the importance of working in partnership with parents. As a result, she provides them with a range of written and verbal information about children's welfare and learning and parents discuss their children's abilities and preferences during the settling in procedures.

The quality and standards of the early years provision

Children are developing an understanding of a healthy eating through the provision of a healthy and nutritious diet. They benefit from having two cooked home made meals a day. Children happily eat beef stew followed by slices of fresh fruit and make their needs known by asking for more. They know that their shadow in the sunshine will get bigger if they eat all their food 'because it will make me big and strong'. A range of procedures keep them well and free from infection. For example, they are developing good personal hygiene skills as they wash their hands before and after meals.

The childminder demonstrates an understanding of how children develop and provides a balance of appropriate activities for children in her care. She successfully uses her observations of their activities to link to the themes and commitments of the EYFS. However, she is not yet fully confident in her delivery of the six areas of learning. As a result, the observation and assessment systems do not always consistently link to the next steps in children's learning or chart children's progress towards the early learning goals.

She talks and plays with children, getting to know them, which enables her to monitor their progress and development. Each child is valued and respected as an individual, which ensures children's particular needs and interests are considered. For example, she is concentrating on developing children's facial muscles to aid speech development while other children are interested in football. She successfully combines these two activities to make a football pitch out of card and tissue paper and then children use straws to blow the football.

The home is appropriately organised to make the most of the space available. Appropriate safety precautions are in place and the practice of monthly fire drills ensure that children are learning what to do in the event of an emergency. Children are developing a clear understanding of behavioural expectations so they use good manners, and have respect and consideration for others as they share and take turns in their play. Phrases, such as 'please', 'thank you' and 'you're welcome' are used frequently by the children. All of these enable children to develop positive life skills for the future.

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

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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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately where the need for an assessment arises, and ensure that all necessary measures are taken to minimise identified risks (CR5.4)

02/06/2009

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 for the Compulsory Childcare Register (CR5.4)

02/06/2009