

Inspection report for early years provision

Unique reference number	504959
Inspection date	14/05/2009
Inspector	Susan Margaret Lyon

Type of setting	Childminder
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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 1990 to care for six children. She lives with her adult daughter in a house in Oldham. The rooms and areas of the house used for childminding are the lounge, kitchen, playroom, dining room, downstairs toilet and back garden. There are no pets in the household. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder provides an out of school service from local primary schools. There are currently six children on roll, some attending part-time. The childminder has a childcare qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children have great fun at the setting. They engage well in a range of activities based on their interests and play areas are organised to create a spacious and appealing environment. However, the childminder has limited knowledge of the areas of learning. Children's safety and welfare is promoted through appropriate measures and most documentation is in place. Observation and assessment arrangements help children progress, although the system is not yet fully developed. All children are included and their individual needs are met well.

What steps need to be taken to improve provision further?

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

- increase knowledge of the early learning goals and areas of learning in order to ensure children make steady progress
- always use observations to plan the next steps in children's learning
- include all rooms used by children in written risk assessments to minimise hazards

The leadership and management of the early years provision

The childminder brings about continual improvement to the service she provides through completing recommendations from the last inspection, such as making sharp knives inaccessible to children, and obtaining written consent from parents regarding various aspects of care. Furthermore, through reflection she self-evaluates activities to ensure children enjoy and achieve through play. For example, the way baking activities are provided is now improved as children are grouped according to age and ability, and more challenging construction materials are provided for younger children to improve their level of concentration. The childminder has changed the playroom to create more space and make supervision easier, thus improving outcomes for children. Feedback is sought from parents about the care of their child, and the childminder attends ongoing training to update her knowledge and skills. For example, she has completed food hygiene

and safeguarding training.

A range of policies help keep children safe and well cared for, such as a behaviour management and lost child policy. All policies are shared with new parents and 'all about me' forms record information regarding what the child can do on entry to the setting. Children's observations and daily chats keep parents informed of their child's learning, and parents are welcomed into the setting. The childminder has established links with local groups delivering the Early Years Foundation Stage to share information and discuss themes and topics to ensure progression and continuity of care.

Children are protected through the vetting of household members and the childminder having a satisfactory understanding of her role in child protection procedures. Appropriate safety measures are in place, such as socket covers and safety gates. Written risk assessments help minimise hazards to the premises and outings, although not all rooms used by children are included. Play areas are organised to create a child-centred and welcoming environment where children can move around freely and safely. All children are included through the childminder changing or adapting the way activities are provided to suit all levels of ability. Discussions with parents and the completion of child record forms identify the individual needs of children, including health and dietary needs.

The quality and standards of the early years provision

The childminder helps children to learn through talking to them and asking them questions, such as 'who wants the red cup?' The childminder instinctively provides a range of activities to help children learn, such as drawing faces, sponge painting and planting flowers. However, her limited knowledge of the Early Years Foundation Stage hinders her ability to help them progress in all areas. Children enjoy themselves and are eager to play as they freely move from one activity to another. Observation and assessment arrangements record what children can do, although information from observations is not always used to plan the next steps in their learning.

Children have a developing awareness of their own needs as they grab their own drink while playing. Children are very active learners as they freely explore the environment with interest. They form good relationships with the childminder as they enjoy spontaneous hugs and cuddles. Children frequently use single word utterances, such as car, brum and crash, as they play with the cars. They respond to simple instructions, such as 'let's tidy up'. Children use number names and number language as they play hopscotch and pour water into large and small jugs. They use tools well as they dig the garden with spades.

Children show an interest in the world as they notice trees and grass when out walking and say 'look at the green grass.' Children know how to operate simple equipment as they ably press buttons to start electronic sound and musical toys. Children move in a range of ways as they climb, run and walk. They show increasing control as they use pencils well to mark make. Children use their imaginations in art as they enjoy finger painting and hand and foot prints.

The childminder treats children with great kindness and consideration and, as a result, children are happy and settled. Appropriate discussions regarding road safety and stranger danger help children learn to keep themselves safe. Children stay healthy as they understand satisfactory hygiene routines, such as washing hands after toileting and before food. They benefit from fresh air and exercise as they walk to and from school each day. Children are at ease and relaxed with the childminder as they enjoy playing with favourite toys.

The childminder promotes interest in diversity through relevant discussions about people who are different, and recognising festivals from other countries, such as eating noodles and making paper dragons for Chinese New Year. Play resources help children respect other cultures and disabilities, such as a toy wheel chair, ethnic dolls and books showing other cultures. Children's behaviour is managed positively through giving praise and explanations and making boundaries clear, contributing to their confidence and self-esteem. Overall, children are learning skills which are the building blocks towards their future economic well-being.

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: Met

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