

Inspection report for early years provision

Unique reference number	EY387760
Inspection date	01/06/2009
Inspector	Teresa Ann Clark
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 2009. She lives in the Reddish area of Stockport. The whole of the ground floor of the home is used for childminding, which includes the lounge and kitchen/dining room. First floor rooms are not used, with the exception of the bathroom and a spare bedroom. There is a safe and secure rear courtyard available for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and she is currently minding two children under five years. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association. She has a pet parrot.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder is kind and attentive to the children. She has only very recently started minding and is becoming familiar with the Early Years Foundation Stage (EYFS). Inclusion is adequately promoted and the childminder is developing good relationships with parents. The childminder demonstrates a positive attitude towards continuous improvement of her provision. She has made a good attempt at completing a self-evaluation and recognises key areas for further development. For example, continuing to develop her knowledge of the learning and development requirements of the EYFS.

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 systems which support children's educational progress by evaluating observations of their achievements in order to plan for their future steps in learning
- ensure the fire evacuation procedure is practised with the children.

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

- ensure written permission is requested, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

15/06/2009

The leadership and management of the early years provision

Children are welcomed into a home which is well maintained and where there is ample space for them to play. The childminder has a satisfactory understanding of her role regarding safeguarding children and is aware of procedures to follow should a concern arise. Most of the required documentation is in order to ensure children's welfare. However, the childminder does not always obtain prior written consent to administer medication to children. This is a breach of requirements.

The childminder conducts written risk assessments of her home and for outings, which helps identify any potential risks to children's safety. All other necessary features are in place to keep children safe. For example, a safety gate prevents children having access to the kitchen and smoke detectors are in place and checked regularly. The childminder has a clear evacuation procedure, but has not practised this with all the children to ensure they are familiar with the procedure and remain calm.

The childminder demonstrates a commitment towards the continual improvement of her practice. She has made a good attempt at completing a self-evaluation of her provision so that gaps in the service can be identified. Since registration the childminder has completed all mandatory training and accessed a course on safeguarding children. She also works closely with Sure Start to help develop her knowledge and skills in the delivery of the EYFS.

Some basic written policies are available to give parents an understanding of the childminder's service. They are kept well informed about their children's day through daily discussion and diaries. The childminder gathers all the necessary information from parents, including a detailed 'All about me' sheet which identifies children's starting points. A written complaints procedure is in place should parents wish to make contact with the regulator.

The quality and standards of the early years provision

Children are happy in the childminder's care and have formed trusting relationships with her in a very short time. For example, they climb on to her lap to give her hugs and kisses. As a result, children feel secure and at ease in the childminder's home. The childminder has an awareness of the learning and development requirements of the EYFS and provides a suitable range of activities which are age related and contribute towards children's future economic well-being.

The childminder continues to build her resources to promote all six areas of learning and reflect diversity. The childminder has spent time settling children in and getting to know them as individuals. Children from other cultures are warmly welcomed into the childminder's home and through discussion the childminder demonstrates a sound awareness of their likes, dislikes and capabilities. Systems for planning and observation are in the early stages. The childminder has started to observe and assess children's development, but she is not evaluating observations to identify children's next steps in learning. As a result, activities are

not planned to meet children's individual needs.

The childminder recognises the importance of respecting babies' routines to provide an environment that is consistent with home. Good nappy changing routines are followed and young children have their hands washed before eating. Children's efforts are regularly praised, which helps them feel good about themselves. Young children enjoy exploring textures as they run their fingers through the sand and attempt to catch it as it falls through the sieve. They further develop their senses as they explore the contents of the treasure bag, which contains lots of interesting objects, such as spoons, tins, shells and fabrics. They get excited as they observe the balloons floating in the air and attempt to catch them. Children are beginning to explore domestic-style play with the resources in the play house. They explore a range of materials when as they create collage pictures.

The childminder provides breakfast, lunch and snacks for the children which includes healthy options, such as cereals, pasta, vegetables and yoghurts. Children are well supervised as they play and are restrained appropriately in high chairs and buggies when out walking with the childminder. Children are well protected during the hot weather as they do not play out during the hottest part of the day. They are protected with sun cream and hats when playing outdoors and provided with regular drinks to keep hydrated.

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:

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 of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (also applies to the voluntary part of the Childcare Register) (CR2.1)

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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 the Childcare Register (Cr2.1)

15/06/2009