

Inspection report for early years provision

Unique reference number	EY356380
Inspection date	10/06/2009
Inspector	Marina Anna Howarth
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 2007. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 20 years, 19 years, 16 years and 13 years in Rochdale. The lounge, kitchen and small front bedroom are used for minding. Toilet facilities are located on the first floor. There is an enclosed rear yard for outside play. There is a small step to access the premises.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than three can be in the early years age range. She is currently minding one child in the early years age range. She walks to local schools to take and collect children. She attends the local toddler group and takes children to the local library and park.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a welcoming environment where their individual needs are valued. The childminder is flexible in her approach and works closely with parents to find out about children's specific needs. The required documentation is in place to promote safe and effective management of the setting with the exception of records of risk assessments for outings. Children are making satisfactory progress in their learning and development as the childminder has a sound understanding of the Early Years Foundation Stage. However, she is in the early stages of developing individual systems for conducting observation and assessments of children and identifying their next steps in learning. The childminder recognises her strengths and weaknesses and demonstrates a commitment to making improvements.

What steps need to be taken to improve provision further?

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

- improve hygiene systems for changing nappies
- update the record of risk assessment to include any assessments of risks for outings and trips

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

- develop observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child linked to the expectations of the early learning goals (Learning and Development)

06/07/2009

The leadership and management of the early years provision

The childminder has begun to identify her strengths and weaknesses. She has attended a variety of training relevant to her childcare practice, including the Early Years Foundation Stage. She is in the infancy stage of putting her knowledge into practice and has identified areas where she requires further support and training, such as the assessment process. She has conducted regular observations of children in her care and uses this information to informally plan activities enabling children to make progress.

Policies and procedures are reflective of the childminder's practice and are discussed with parents during the induction process. The childminder has sound systems in place to promote children's welfare, learning and development. She ensures children remain safe whilst in her care as she organises her home successfully to meet their needs. Regular risk assessments are conducted. However, although there is a record of risk assessments conducted on the childminder's premises there are no records for individual outings. Toys and resources are organised well and are suitable to meet the individual needs of the children attending. Children are becoming aware of routines to familiarise them with safety, such as being involved in regular fire evacuation procedures. The childminder has a good understanding of child protection issues and has attended relevant training and ensures her knowledge remains current by accessing training on a regular basis.

Children's individual needs are met well because the childminder operates a flexible induction service and obtains all the necessary information from parents before children start to attend the setting. Parents are provided with detailed verbal information about their child's day and the progress they have made.

Overall, sound systems are in place to ensure children's health is promoted. For example, the childminder operates an exclusion policy for sick children. She holds a valid first aid certificate to enable her to deal with accidents appropriately and ensures the relevant procedures are followed to document the administration of medication and accidents. Although the majority of aspects of good hygiene is promoted well, the hygiene procedures for changing nappies is not currently suitable and this may pose a health risk for children.

The childminder is able to identify her strengths and weaknesses and demonstrates a commitment and enthusiasm to further training to improve her practice. She has addressed the recommendation raised at the previous inspection which demonstrates her capacity to improve.

The quality and standards of the early years provision

Children are happy and well settled in the childminder's care because they receive support and affection which results in them feeling confident, loved and secure. For example, they confidently separate from their main carer, who says 'bye, bye' as they look and smile. Their independence is promoted well through easy access

to suitable toys and resources which meet their individual needs. For example, children move around the environment with ease and confidence. Attention is given to younger infants who are developing their mobility to enable them to crawl and pull themselves up on low level furniture. A selection of toys are attractively set out for children to access easily. In addition, further resources are located in low level plastic containers which can be easily viewed and accessed giving children independent choices.

The childminder is starting to implement her knowledge gained on the Early Years Foundation Stage training to informally plan activities for the children. This results in them taking part in appropriate activities both indoors and outdoors. Children demonstrate a strong exploratory impulse as they take a keen interest in their environment and help themselves to toys. They use gestures and words, including body language, such as eye contact and facial expressions to communicate. They enjoy listening to favourite nursery rhymes and songs as they press buttons on toys to make sounds and they squeal with delight at the result. Children are becoming familiar with different colours as they access a range of bright and colourful beakers. They learn to line the beakers up and observe the childminder as she stacks them on top of each other and they try to copy. They discover that when they push protruding shapes they disappear and when they press another button the shapes re-appear. They investigate boxes as they rummage inside to remove the contents and they develop their mobility as they roll and kick the ball excitedly. The childminder knows the children well and clearly enjoys their company. She interacts with them enthusiastically, taking an active interest in what they do. She gets down to the children's level and communicates with them effectively using dual languages if the family speak more than one language.

Children have a healthy, nutritious diet. The childminder discusses their individual dietary needs with the parents during the induction process. She currently works alongside parents who are in the process of weaning their child and ensures children are given healthy choices to stimulate their taste buds. Drinks are readily available which ensures children remain refreshed at all times. Children are learning about the importance of physical activity as they are given regular opportunities to experience fresh air by visiting the local park and playing in the rear yard. Young infants are able to move freely and pull themselves up; they enjoy playing ball games and swaying and rocking to music. Children are learning to socialise with other children through visits to play group. They are learning positive behaviour as the childminder acts as a positive role model, offering simple explanations and teaching them the meaning of the word 'no'.

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