

Inspection report for early years provision

Unique reference number	EY227510
Inspection date	15/06/2009
Inspector	Joan Isabel Madden / Sheila Iwaskow
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 2002. He lives with his wife and two adult children. The family has two dogs. They live in a house in East Didsbury, Manchester, close to local amenities including parks, shops, library, pre-school and schools. The playroom, front room, kitchen, dining area and ground floor toilet are included in the registration. Additionally, children have access to two bedrooms on the first floor. There are two secure outdoor paved play areas for the children at each side of the house. The childminder works with his wife and mother-in-law who are both registered childminders. His wife has overall responsibility for childminding practice and he and his other co-childminder work in a supportive role. The childminder is registered to care for a maximum of six children when working alone and for a maximum of 12 children at any one time when working with a co-childminder. He is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are currently nine children on roll aged from eight months to six years. Of these, seven are on the Early Years Register. There is one child who attends on a full time basis. The childminder supports children who speak English as an additional language and who have learning difficulties. He collects children from the local school and attends toddler groups on a regular basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The effective partnership of the co-childminders ensures the needs of all the children are routinely met through recognising the uniqueness of each child. As a result, the children are well cared for and make good progress in their learning and development. All children are made to feel welcome and included. The childminder contributes towards the monitoring of the provision understanding the need to reflect and identify areas for improvement. Parents are happy with the provision and this partnership contributes positively towards the care and education of the children.

What steps need to be taken to improve provision further?

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

- secure knowledge and understanding of the learning and development requirements for the Early Years Foundation Stage to extend children's learning and offer them appropriate challenges
- improve children's opportunities to access resources independently to promote their self-help and decision making skills
- increase understanding of how to promote diversity to further develop children's awareness of the cultures and beliefs of others.

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

- clarify who has overall responsibility for each child to fully safeguard children and promote their welfare (Safeguarding and promoting children's welfare).

06/07/2009

The leadership and management of the early years provision

The provider's wife is the main childminder and takes the lead for all aspects of the provision. He works in a supportive capacity along with another childminder and they are clear about their roles and responsibilities. When required he is also able to perform the majority of duties. The co-childminders work effectively as a team and accept joint responsibility for the children. This is not clearly reflected in the children's records and is a breach in regulations. All other documentation meets the requirements. The childminder has a satisfactory awareness of the signs and symptoms of abuse and neglect. Although the lead childminder takes responsibility for safeguarding children he would be able to follow procedures should the need arise.

The responsibility for monitoring the provision lies with the main childminder, although this childminder has had some input into this. He contributes to discussions about the successes of the day and how these can be used to build on children's skills and interests. He understands the need to reflect on their childminding practice in order to identify areas for further improvement. The childminder has made satisfactory progress with the three recommendations that were raised at the last inspection. He was required to improve meal times, resources and his knowledge of the curriculum. However, further recommendations have been raised relating to his knowledge of the Early Years Foundation Stage (EYFS) and resources.

Although the responsibility for sharing information with parents lies with his co-childminder, this childminder has a sound understanding of the need to work closely with parents and is confident to approach them when necessary. As a result, parents are provided with information on their children's welfare, learning and development. The children's daily diaries and assessment folders are shared with parents informing them of noteworthy events and how their children are progressing towards the early learning goals. The childminder is aware of the benefits of establishing links with other providers, thereby gaining information on how to promote the children's learning.

The quality and standards of the early years provision

The childminder has a sound understanding of the conditions of registration and works within these. As a result, the children are well supervised. They are welcomed into a child friendly environment where there is plenty of room for them to move around and spread out activities. The children are cared for in a clean, safe and secure environment. Preventative measures are taken to eliminate any risks that have been identified, for example, areas not used for childminding are

inaccessible to children and cupboards containing hazards are locked. Children are learning to take responsibility for their own safety. They practise the emergency evacuation plan on a regular basis and help to tidy up after activities, understanding that it helps to prevent accidents. The childminder has a secure knowledge of the requirements for administering first aid and medication. His co-childminder takes overall responsibility for ensuring that documents relating to this are kept appropriately.

His co-childminders generally plan and prepare the food for children, although he has a good understanding of how to provide nutritious food and when required is able to take over these duties. The children enjoy a breakfast of porridge and buttered toast and orange juice for snack, followed by an apple. Fresh drinking water is available to children throughout the day both indoors and outdoors, helping them to appreciate the healthy way to remain hydrated. In agreement with parental wishes, his co-childminders takes responsibility for nappy changing and toileting children. He is aware of effective nappy changing routines and promotes sensible hygiene routines, such as children washing their hands at appropriate times of the day.

The childminder has an insecure knowledge and understanding of the learning and development requirements for the EYFS. However, he is guided by his co-childminder who has completed training and who is responsible for planning and assessments. In this way, he is able to support the children's learning. There are many examples of worthwhile interaction between the childminder and children where he is promoting their learning through guidance and open-ended questioning. The childminder regularly informs his lead childminder of his observations of the children and these are recorded in their assessment records. These are evaluated and linked into the six areas of learning and the next learning step planned. However, these are not used effectively to inform planning.

The children are happy and settled. They approach the childminder easily and express their needs. The children are well behaved and are learning there is appropriate behaviour for different situations. For example, they sit at the table for snack and listen appropriately to stories. There is a wide range of resources but they are not easily accessible to children. This limits their self-help and decision making skills. The children enjoy listening to stories and in doing so become aware that print carries meaning and learn familiar words. The children are familiar with a range of action songs and rhymes. Matching activities and shape sorters help the children to develop classification skills. In completing jigsaws and inset puzzles, they learn to recognise shapes.

Children confidently talk about events in their lives as they play. However, insufficient emphasis is put upon developing children's awareness of the cultures and beliefs of others. The children's creative skills are developing through exploring a range of materials and tools. They create models from malleable materials, paint pictures and form collages using different textures. Children have regular opportunities to play outdoors. The range of outdoor equipment meets the needs of the children attending the setting to develop their physical skills. Additionally, the children are taken on visits to parks and other recreational facilities where they are able to further develop their accomplishments.

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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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