

## Inspection report for early years provision

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<b>Unique reference number</b>	EY335160
<b>Inspection date</b>	13/07/2009
<b>Inspector</b>	Judith Anne Kerr
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2006. She lives with her three children aged 12, nine and seven in the Fallowfield area of Manchester close to shops, parks, schools and public transport links. The whole ground floor of the childminder's house is used for childminding.

The childminder is registered to care for a maximum of four children at any one time and is currently minding one child in the early years age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. The childminder has developed some understanding of the learning and development and welfare requirements relating to the Early Years Foundation Stage (EYFS) framework. As a result, she is aware of some of the key issues which are paramount to the EYFS and meeting children's needs. However, a number of requirements are not being met. Agreeable working relationships have been established with parents and others. The childminder monitors her provision in order to identify areas for improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- carry out a full risk assessment for each type of outing which includes an assessment of required adult to child ratios (Safeguarding and promoting children's welfare) 31/07/2009
- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register). 31/07/2009

To improve the early years provision the registered person should:

- further develop planning to identify children's starting points; ensure the next steps of children's learning are clearly predicted and show clearly how they inform future planning
- further improve the work in partnership with parents to involve them in their child's continuous learning and development.

## **The leadership and management of the early years provision**

Self-assessment systems to monitor the quality of the provision are being introduced. These identify positive aspects of the provision, such as careful supervision of children and good relationships with parents. The childminder acknowledges planning is an area for future improvement. She is keen to develop her practice and attends some ongoing training, such as safeguarding in order to keep her knowledge up to date. However, she has not maintained a valid first aid certificate so she can provide the appropriate treatment in the event of an accident. This is a requirement in regulations.

There are risk assessments in place to ensure the safety of the children within the home but no risk assessments for the daily outings which are undertaken to ensure they are safe for children to attend. This is a requirement in regulations. The childminder understands her role in safeguarding children and is aware of the procedures to follow should a concern arise. This contributes to protecting children from harm and abuse.

The childminder has developed a portfolio of written policies and procedures which are discussed and agreed with parents during the admission procedure. Parents are encouraged to share what they know about their child in a 'Me, me, me' booklet to support their ongoing care needs. However, they are not involved in identifying children's starting points in relation to the early learning goals. Daily discussions with parents and links with the local school help to ensure consistency and continuity of care and learning for children.

## **The quality and standards of the early years provision**

The childminder shows a sound understanding of the early learning goals and the need to provide activities and experiences to support and extend children's learning and development. However, there are no play plans to monitor the breadth and balance of the curriculum being delivered to the children. Observations which are linked to the six areas of learning are undertaken but the childminder is not clear how to use these consistently to plan for children's next steps in learning and, thus, support them effectively as they develop. Consequently, the links between planning, observation and assessment are incomplete. The childminder has a satisfactory understanding of the Early Years Foundation Stage.

Positive and caring relationships exist between the children and the childminder. As a result, children are relaxed and happy in her care. Children's behaviour is ably supported by the childminder who gets to know each child and is able to respond to their individual care needs. Trips to the park provide opportunities for children to enjoy climbing, balancing and to swing and slide on the equipment. They further develop their physical skills as they handle small tools, such as glue sticks and paint brushes. Children enjoy feeding the ducks which helps them to consider the needs of other living things. Resources, such as dolls and books help children to understand the wider world in which they live and increase their awareness of

diversity. The childminder makes good use of children's home language to help them feel included and valued.

Children are confident and expressive, as they engage in age-appropriate play opportunities. They are active learners who select their own resources, to develop and extend their own play. The childminder talks to them throughout their play, helping them to create a learning environment, which values communication. The children explore with creative, sensory materials, such as glue, glitter, feathers, paint and beads which makes learning fun. They enjoy making masks and playing shop with the till and play food.

The premises are clean and the childminder follows appropriate hygiene routines to help keep children healthy. Children are provided with healthy snacks, such as fruit. They have easy access to drinks, thereby, enabling them to control their own thirst needs. Children learn about safety through discussion and everyday routines. For example, they discuss road safety, are made aware of the risks in talking to strangers and practise the emergency escape plan so they know what to in the event of a fire.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
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?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
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:

- take action as specified in the early years section of the report (CR1.2). 31/07/2009

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 in the early years section of the report (CR1.2). 31/07/2009