

Inspection report for early years provision

Unique reference number	311987
Inspection date	13/08/2009
Inspector	Kay Margaret Armstrong
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 has been registered since 1989. She lives with her husband and adult daughter in the Dukinfield, area of Tameside, close to shops, parks and the library. The whole of the ground floor of the childminder's house is used for childminding. The bathroom facilities are on the first floor. There is a fully enclosed back yard available for outdoor play.

The childminder is registered to provide care for a maximum of six children at any one time, three of whom may be in the early years age range. There are currently three children on roll in this age group. All of whom attend on a part-time basis. The childminder also makes provision for children older than the early years age group as she is registered on both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association and she gains support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder creates a secure, inclusive and stimulating environment, in which children thrive. She has a good understanding of the Early Years Foundation Stage (EYFS) framework. Children's welfare needs are very well considered and they benefit from familiar routines and interesting activities. Effective partnerships are forged with parents ensuring consistency of care. The childminder demonstrates a positive capacity to improve her service. She has begun to evaluate and monitor her practice to ensure positive outcomes for children are achieved.

What steps need to be taken to improve provision further?

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

- identify the next stage of children's progress in order to plan a range of activities to meet children's individual needs and capabilities.

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

- extend the safeguarding procedure to include the procedure to be followed if an allegation is made about the provider or member of her family (Safeguarding and promoting children's welfare) (also applies to the compulsory/voluntary parts of the Childcare Register) 04/09/2009
- ensure the complaints procedure is in line with the Welfare Requirements (Safeguarding and promoting children's welfare) (also applies to the compulsory/voluntary parts of the Childcare Register). 04/09/2009

The leadership and management of the early years provision

Children are well protected as the childminder has a good knowledge and a clear understanding of the Local Safeguarding Children Board procedures. She has attended relevant safeguarding training to ensure that she is up to date with current trends and thinking. The childminder has developed a range of well written policies and procedures which underpin the good quality of her provision. These are shared with parents and notably benefit the outcomes for children's well-being, learning and development. However, written procedures relating to safeguarding and complaints are not quite in line with current legislation. The premises and resources are organised to support and enable children's independence. The childminder has a keen awareness of safety and effectively manages risks. Robust risk assessments have been undertaken and recorded both for the premises and outings. All records and documentation required by the regulator are in place, clearly organised and maintained in good order. These effectively contribute to the health, safety and welfare of children.

The childminder has a strong commitment to childminding and her professional development. She is a member of the local childminding network and frequently attends training. EYFS training has been positively implemented to ensure that children's learning needs are well catered for. For example, an effective system for recording and assessing children's individual learning and development is in place. However, this does not always identify the next stage of children's progress. As a result, activities are not planned according to individual children's needs and capabilities. Nevertheless, children do make good progress overall as the childminder knows the children extremely well; she recognises their interests and provides a range of activities which are exciting, stimulating and fun.

The childminder provides a welcoming and inclusive service for children and their families. Positive relationships have been developed with parents. It is evident from the feedback the childminder receives in the form of written questionnaires and cards, that parents have a high regard for the childminder and her service. Detailed information is sought from parents about their child's needs and development. Parents are kept well informed about their child's welfare and progress through the sharing of detailed daily diaries and children's individual files.

The quality and standards of the early years provision

Children are happy, relaxed and settled at the childminders. They engage in a range of different activities provided in the child focused environment. They enjoy a warm relationship with the childminder. She interacts well with them, supporting their emerging skills and gently encouraging them to share resources, take turns and be kind to each other. Children have many opportunities to access a range of interesting and fun outings, including walks in the local community, visits to the park and outings to toddler groups. These enable them to learn about the world around them, develop a healthy lifestyle and choose the friends they wish to play with. Positive images in play materials, posters and photographs help children

develop an understanding and respect for the similarities and differences of our diverse community.

Children are active learners who confidently express their curiosity and ask questions. They demonstrate positive attitudes to learning and become engrossed in activities of their own choosing. For example, they carefully fit jigsaw pieces together matching the various colours of the picture to complete the puzzle successfully. They use their differing knowledge of numbers well to support their own learning whilst matching number puzzles together. Some children match the puzzles by the coloured edging, others count the pictures and match them to the numbers. There are good opportunities for children to develop early literacy skills. They enjoy visiting the library, have their own library cards, and enjoy sharing stories with the childminder and older children. They are beginning to understand that print carries meaning. They mark make with a purpose with a variety of media, such as crayons, felt tips and pencils as they 'write' a shopping list or form recognisable letters from their name.

Children express themselves creatively and develop their own ideas and imaginations as they decorate 'Tap Sticks' and play imaginatively with dinosaurs. Their creative work is cherished and displayed which gives them a sense of belonging and boosts their self-esteem and independence. Children learn about the life cycles of the frog and butterfly and gain first hand experience as they plant sunflowers and care for them as they grow. They confidently use mathematical language as they talk about the size of the sunflowers and compare their height with each other and the childminder.

Children learn about their own health and safety. Activities help them understand the importance of a nutritious and healthy diet. They are able to keep themselves hydrated as drinks are readily available. The children are encouraged to develop good personal hygiene habits through the gentle reminders and the positive role model the childminder sets them. They have easy access to the outdoor play area and are regularly taken to the park to play and explore in the fresh air. They learn how to keep themselves safe as they practise road safety routinely and they practise evacuating the premises, which ensures they know and understand what to do in an emergency.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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:

- take action as specified above in the early years section of the report (CR2.1, CR7.1) 04/09/2009

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 above in the early years section of the report (CR2.1, CR7.1) 04/09/2009