

Inspection report for early years provision

Unique reference number	316247
Inspection date	23/07/2009
Inspector	Susan Lyon
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 1998 to care for six children. She lives with her adult daughter in a semi-detached house in Rochdale. The rooms and areas of the house used for childminding are the kitchen, lounge, upstairs bathroom, small bedroom and back garden. There is one cat and one dog in the household. The childminder has a childcare qualification. There are currently three children on roll. The childminder provides an out of school service from local primary schools. The provision is also registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy and settled. The childminder has a good understanding of the Early Years Foundation Stage framework and provides a rich learning environment. Effective observation and assessment arrangements help children make good progress in their learning. Children's safety and welfare is generally promoted and their individual needs are met. The childminder demonstrates sufficient capacity to continually improve her childminding.

What steps need to be taken to improve provision further?

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

- include a record in the risk assessments of when and by whom aspects of the environment have been checked in order to minimise hazards to children
- ensure electrical leads are safe and inaccessible to children

The leadership and management of the early years provision

The childminder demonstrates sufficient capacity to continually improve her childminding. For example, by completing the self-evaluation form she identifies areas for improvement, such as enhancing children's enjoyment and achievement through developing a sand area in the garden and introducing planting and weeding. She has improved communication with parents by using daily dairies to exchange information regarding meals, sleep patterns and nappy changes. Feedback is sought from parents by the childminder asking them if they are happy with the care.

The childminder has taken reasonable steps to bring about improvements to the service by completing recommendations from the last inspection. For example, some sensory resources are available for babies, toys and books have been obtained reflecting all aspects of equal opportunities and some written text is displayed promoting children's interest in print in the environment. Furthermore, the childminder attends on-going training to update her knowledge and skills, such as the Early Years Foundation Stage Framework and Cultural Awareness.

A working in partnership with parents policy helps the childminder work with parents by stating the importance for children in working together. New parents receive appropriate information, such as, a range of written policies, menus and the registration certificate is displayed. Relevant information recognising the uniqueness of each child is obtained from parents, such as consent for emergency medical treatment, likes, dislikes, ethnic origin and religion. Children's individual needs are discussed with parents and recorded including health and dietary needs. The provision has established some links with local schools providing the Early Years Foundation Stage Framework through sharing information in order to ensure progression and continuity of care and learning.

Children's safety and welfare is generally promoted through some suitable safety measures in place, such as socket covers, safety gates and cupboard locks. Although some electrical leads are accessible to children compromising their safety. Risk assessments are carried out to the premises and outings. However, some written information is missing regarding when and by whom checks were completed. Appropriate measures are in place to keep children safe on outings. For example, wrist straps are used and children hold hands. An emergency escape plan is practised with children contributing to their safety whilst on the premises. Space and resources are organised to allow children to move around freely and safely. All documentation is in place to ensure the safe and efficient management of the provision. For example, a collection policy is in place and medication records are maintained. Children are protected through the childminder's satisfactory understanding of her role in child protection and her awareness of the vetting of household members. All children are included in the setting through the childminder changing or adapting the way play is provided to suit all level's of ability.

The quality and standards of the early years provision

The childminder helps children to learn by talking to them and skilfully asking them questions to make them think, such as 'where is the blue ball?' and 'what does the sheep do?' She has a good understanding of the Early Years Foundation Stage framework and provides a rich learning environment covering the six areas of learning. For example, construction, role play, mark making, craft activities and physical games are all provided. Effective observation and assessment arrangements help children make good progress in their learning and development. Children frequently use single-word utterances, such as 'giraffe' and 'football' They respond well to simple instructions as the childminder says 'pick up the square behind you.' Children show interest in the world as they look out of the window and excitedly shout 'rain.' They show curiosity about why things happen as they watch the bubbles and shout 'popped.' Children thrive when their emotional needs are met as they frequently enjoy hugs and cuddles with the childminder.

They seek to do things for themselves as they put on their own shoes and feed themselves at mealtimes. Children develop awareness of number names as they throw the foam dice and shout out numbers. They also use number names as the childminder asks 'how many bricks do you have?' Children enjoy playing outdoors

as they move in a range of ways. For example, they kick balls, pedal bikes and climb the steps to the slide. They engage well in activities using hand and eye coordination, such as putting shapes into boxes. Children often engage in role play as they 'vacuum the floors' in the home corner. They use imagination in art as they make glitter pictures, sponge painting and string pictures.

Children freely explore the environment as they easily access play resources. They also benefit from adult-led activities, such as reading books and stories together. Babies and young children develop their senses through exploring some different textures in books and listening to sound and musical toys. The childminder finds out what the child can do on entry to the setting through talking to parents. Children feel a sense of belonging as they are cared for in a warm and homely environment. Parents are involved in children's learning through the sharing of observation files each term.

The childminder helps children to learn how to keep themselves safe through relevant discussions about road safety. Children benefit from fresh air and exercise as they play in the garden or visit local parks most days. An exclusion policy in place and satisfactory nappy changing routines help prevent the spread of infection. Children stay healthy through satisfactory hygiene routines, such as washing hands before meals. Children are given healthy choices at mealtimes, such as pasta, cheese and fruit. Drinks are freely available keeping their bodies healthy and hydrated. The childminder treats children with kindness and consideration, and as a result, children are eager to play and join in activities. Children are active and confident learners as they freely choose resources and help to tidy up.

Children recognise and value diversity through the childminder's positive attitude as she talks to them about people who are different in order to promote awareness and respect, such as different skin tones and why some people cannot walk. A good range of play resources help children become aware of the wider world, such as black dolls, disabled play figures, books showing different cultures and disabilities, Chinese wok and chopsticks in the home corner. Children are actively involved in making choices and decisions by the childminder asking them what they want to play with. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem. Overall, children are learning skills and knowledge which are the building blocks towards their future economic well-being.

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?	2
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?	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:	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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