

Inspection report for early years provision

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| Unique reference number | EY338104 |
| Inspection date | 26/08/2009 |
| Inspector | Anne Drinkwater |
| 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 2006. She lives with her adult daughter in the Wythenshawe area of Manchester. The whole ground floor and first floor bathroom of the childminder's house are used for childminding. There is a fully enclosed rear garden for outside play. The family have two cats. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group on a part time basis. She also offers care to children aged over eight years to 11 years. In total there are seven children on roll. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are cared for in a well organised, stimulating environment, where they are valued as individuals. Children's welfare is generally given high priority, although the childminders first aid certificate has recently expired which is a breach of regulation. The childminder's clear understanding of the Early Years Foundation Stage (EYFS) promotes children's progress in their learning through meaningful activities and experiences. The childminder is committed to continually developing her role through effective self-evaluation of the provision and ongoing training and study.

What steps need to be taken to improve provision further?

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

- improve the risk assessment for the premises so that it more clearly identifies aspects of the environment that children come in contact with in order to minimise hazards, such as stairs, fire and low level glass to ensure the safety of children
- extend the range of information gathered from parents in order to identify children's developmental starting points on entry and develop systems for sharing children's records with parents regarding their learning and development

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

- ensure a current paediatric first aid certificate is available for inspection at all times when children are present (Safeguarding and welfare) (also applies to both parts of the Childcare Register).

09/09/2009

The leadership and management of the early years provision

Children are well cared for and participate in a range of activities and learning experiences which enable them to make good progress in their learning and development. Children have benefited as the recommendations made at the last inspection have been implemented, in particular, they develop more awareness of diversity because the childminder has increased her range of toys and activities. She has attended a number of training courses to extend her understanding of how children learn and develop. The childminder has a strong commitment to her own professional development as she has embarked on the Diploma for Home Based Childcare qualification. This contributes to the good quality care and education children receive. The childminder safeguards children well through her knowledge of child protection issues. Procedures are in line with the Local Safeguarding Children Board (LSCB) and are shared with parents. Posters and written policies also share other important information with parents about the setting and their children's welfare. All the required documentation is in place and appropriately organised. For example, attendance is accurately recorded and children's individual accident/medication forms are completed and countersigned by parents. In addition, the risk assessments for the home and outings have been completed, however, some hazards have been identified which are not included in the home risk assessment.

The quality and standards of the early years provision

Children settle well and develop a secure relationship with the childminder who is caring and considerate of the needs of all children. They are happy to chat about things that interest them, their home life and what they like and do not like. Encouragement and praise is given consistently throughout the day, which in turn develops their confidence and self-esteem. The playroom is welcoming and examples of children's artwork and photographs of children having fun are displayed. She uses her knowledge of the Early Years Foundation Stage (EYFS) learning and development requirements to ensure activities are focused on children's individual interests and developmental needs. She carries out regular observations to identify the next steps in children's development and uses this information to enable children to move towards the early learning goals and make sound progress overall. However, information regarding children's developmental starting points is not gained on entry and parents are not sufficiently involved in their children learning and achievements. Children learn about the community in which they live, visiting local attractions and amenities. They use a range of resources which show positive images of other cultures and planned activities throughout the year enable children to celebrate religious events and cultural traditions. Consequently, children learn to value the similarities and differences in society. They use their communication skills and understanding of language as they converse together while they play. Children talk confidently and expressively as they play, important steps in early literacy are developed as children enjoy making marks, looking at picture books and listening to stories. Role play provides good opportunities for children to talk together and act out situations, making sense of the world they live in. They are creative and imaginative and use the

good quality resources to add to their play and learning. Children learn about numeracy and use numbers and shapes in their play. They see numbers, shapes and letters all around the playroom, this helps them to make connections between written numbers and counting. Structured exercise sessions and lots of opportunities for outings and outside play in the well equipped garden and parks, enable children to develop their stamina and physical skills. Children learn to be careful and take turns. Their behaviour is good as they are gently reminded by the childminder about considering the needs of others and sharing. Children develop a good awareness of personal hygiene through regular hand washing at appropriate times; they are developing an understanding of healthy foods and enjoy a variety of fruit and healthy snacks, such as breadsticks and cream cheese. Diluted fruit juice is available at all times to keep them refreshed.

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

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| 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

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| 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? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| 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 |

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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 (CR2). 09/09/2009

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 in the early years section of the report (CR2). 09/09/2009