

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY380151
<b>Inspection date</b>	13/07/2009
<b>Inspector</b>	Glynis Margaret Kite
<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 2008. She lives with her husband and four children aged three, six, seven and nine years. She provides a childminding service from her mother-in-law's home in the Crumpsall area of Manchester, close to shops, parks, schools and public transport links. The whole ground floor except for the store room is used for childminding.

The childminder is registered to care for a maximum of three children at any one time and is currently minding one child under five years on a part time basis. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends a toddler group on a regular basis. She is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The needs of children are met routinely because the childminder recognises the uniqueness of each child and is pro-active in catering for their needs. The childminder works closely with parents and takes account of their wishes with regard to providing suitable activities. As a result children's welfare is promoted and they make satisfactory progress in their learning and development. Following a previous inspection the childminder has begun to implement a process of self-evaluation to help her to identify areas for improvement, as well as helping her to recognise what she does well.

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

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

- further develop play plans to ensure they link to the six areas of learning and also link observations to the six areas of learning to be able to identify any gaps in children's learning
- review risk assessments for the premises and outings and include more detail where required to make them more effective
- further develop the process for self-evaluation to make this more effective in identifying areas for improvement.

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

The childminder has put in place some written policies and procedures to help her to safely promote and manage the Early Years Foundation Stage and to ensure the needs of children are met. The childminder is suitably qualified and holds a relevant first aid certificate to enable her to manage and deal with the health requirements of children, such as administering medication and first aid to minor

injuries. Children's welfare is safeguarded effectively by the childminder, she has attended training and put a written policy in place. She is also able to describe and recognise the potential signs and symptoms of abuse and neglect.

The process for self-evaluation is at an early stage although the childminder recognises the benefit of using this as a tool for developing her practice. The childminder has been pro-active in addressing previous actions and recommendations, however, the risk assessments for the premises and any outings children may be involved with lack sufficient detail for them to be effective. The childminder has introduced emergency evacuation procedures which children are beginning to practise.

The childminder is working closely with parents and the parents have indicated they are very happy with the service they receive for their children. The childminder takes on board the wishes of parents with regard to the activities and experiences provided for children. The childminder welcomes all parents and children and promotes an inclusive service by taking account of the needs of all children and parents. The childminder knows children well and helps them to learn about other cultures through play.

Children benefit from attending a setting which is organised sufficiently, making sure they have space to move around in and that resources are easily accessible to them. The childminder dedicates her time to the children, which helps them to settle in quickly and develop a sense of belonging to the setting.

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

The childminder offers a warm and welcoming environment to all parents and children. They are treated with equal concern and respect. The childminder's procedure to help children settle in offers children a positive experience and this helps them to settle in quickly. The individual needs of children are catered for and the childminder respects their needs, for example, a child is happy to play but keeps preferred comforters near by at all times, the childminder does not try to remove them but points out that they go everywhere with the child. The childminder dedicates her time and attention to the children and supports their learning. She promotes the six areas of learning at the level of the children, for example, she includes basic counting while children are playing and uses books to introduce language, literacy and communication.

Children benefit from lots of space indoors to play and explore. There is a wide range of toys and equipment for children, which is suitable to the varying ages and stages of development. Children learn about the wider world through books and some other toys and equipment as well as mixing with children from varying cultural backgrounds. Mark making is freely available to the children in the form of a chalk board, and creative play incorporates painting and exploring play dough. Children have sufficient space indoors for physical play and also attend group care sessions with the childminder on a weekly basis.

The childminder has not put any formal system in place for planning activities for

individual children but does discuss activities with parents. Written observations are in place, however, these are not linked to the six areas of learning and the next steps in children's learning are not yet being identified. Children benefit from some adult led and self-initiated play. The childminder introduces spontaneous play, such as games of hide and seek.

The childminder supports children in the development of personal hygiene and health issues. Children are beginning to wash their hands independently and are showing an awareness of the effects of making healthy choices regarding food and drink. The premises are maintained to satisfactory standards of cleanliness. The childminder actively promotes the health of children, for example, she implements an exclusion policy for sick or infected children to minimise the risk of infection spreading. She also acts in the best interest of children if they become unwell while in her care, for example, she informs parents at the earliest opportunity and agrees steps to be taken until they can collect their children.

The childminder is clear about how to manage children's behaviour and she is consistent in her approach. Children are encouraged to share toys and equipment and to take turns in their play. There is a policy in place and clear boundaries set. The childminder ensures children receive lots of attention to prevent them becoming bored and disruptive and therefore avoids negative behaviour. The children respond positively to the childminder and behave well. The childminder also follows the interest of the children, for example, one child particularly likes trains therefore she offers cutters for the play dough in the shape of trains and also has a train for the child to play with. This contributes towards promoting positive behaviour and attitudes.

## 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>	3
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>	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

<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>	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

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](http://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

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