

Inspection report for early years provision

Unique reference number	EY381679
Inspection date	01/12/2009
Inspector	Chris Scully
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2008. She works with another registered childminder and lives with her two adult children in the Miles Platting area of Manchester, close to shops, parks, schools and public transport links. Both childminders have equal responsibility for the childminding practice. The whole ground floor of the house is registered for childminding purposes; this comprises of the lounge and kitchen. However, the kitchen is only used to allow children direct access to the garden for outdoor play. Bathroom and toilet facilities are on the first floor.

The childminder is registered to care for a maximum of three children at any one time and is currently minding four children on various placements on the Early Years Register. When minding with her co-childminder, together they may care for a maximum of four children. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a reasonable knowledge of the Early Years Foundation Stage (EYFS) framework; as a result, most of the welfare requirements are met. Appropriate steps have been taken to address the issues from the last inspection, thus improving upon children's health, well-being and safety. She promotes most aspects of children's welfare, ensuring children are generally safe and secure. She demonstrates a positive attitude towards her ongoing professional development through training. However, there are omissions in risk assessments, planning and the observation systems. Systems for self-evaluation are evolving, but are not yet used to bring about improvement. Children are included in all of the activities provided; however, they have limited access to resources and activities that enable them to make sense of the world around them. The childminder works appropriately with parents and has a satisfactory understanding of most of the children's individual needs. Partnerships with others are currently being developed.

What steps need to be taken to improve provision further?

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

- ensure risk assessments cover all areas of the environment that need to be checked on a regular basis, such as the garden and are in place for all individual outings, maintain a record of these aspects, when and by whom they were checked. (Suitable

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premises, environment and equipment)

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

- develop the planning and observation systems to ensure the children's starting points and the next steps in children's learning are clearly identified and are used to inform future planning
- develop a system for self-evaluation in order to identify the strengths of the provision, areas for improvement and any action taken to improve upon the quality of provision for all children
- develop children's understanding of equality and diversity through resources and activities which reflect positive images of the wider world
- enhance children's investigative skills by providing opportunities for them to explore a range of real and natural resources, materials and everyday technology.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a suitable understanding of safeguarding issues. This is built upon recent safeguarding training and the implementation of the safeguarding policy. This means the childminder is able to take appropriate action to protect children from harm. General risk assessments are being carried out on a regular basis; however, these are not all recorded, as is required under the EYFS. For example, not all individual outings are recorded and the risk assessment for the premises does not include all potential hazards, such as trailing wires behind the television. This was raised at the last inspection and has been partly met. In addition, other safety issues have been addressed; cleaning products are appropriately stored and children cannot leave the premises unsupervised. Other records and documentation are in place and are generally well-maintained. However, there is limited written information on children's individual needs and preferences, such as sleep routines, although this is discussed with the parents. All required written consents and necessary information on children's individual needs are in place. This means they are cared for in accordance with their parent's wishes.

Systems for self-evaluation are in their infancy. The childminder has recently consulted with parents via a questionnaire, but has not yet taken any steps to reflect upon current practice and identify future areas for development. The childminder has attended a number of training courses to improve upon her knowledge of the EYFS. Satisfactory action has been taken to address the issues from the last inspection and as a result, the childminder has improved upon the outcomes for children. The opportunities for children's learning have been enhanced by the introduction of planning and observation systems, although there are some omissions within the identification of children's starting points and the next steps in children's learning. Children's health and well-being are promoted as fresh drinking water is available, and hygiene routines are consistent and enable children to learn about keeping healthy. The reorganisation of equipment and

provision of further resources means that children can independently access toys and make informed choices about their play and learning.

The childminder has positive relationships with the parents of minded children, which enables her to provide suitable care. Steps have been initiated to develop partnerships with other early years settings in order to provide consistency for children. Responses on parental questionnaires indicate that they are happy with the care provided.

The quality and standards of the early years provision and outcomes for children

The childminder has a satisfactory knowledge and understanding of most of the welfare requirements to ensure children are suitably cared for. She has a sound understanding of the children's individual needs, which enables her to provide appropriate care. She works with another childminder and they take joint responsibility for caring for all children. The childminder's caring approach means children feel secure and trusting relationships are formed. The childminder has a reasonable knowledge of the EYFS framework. She provides a range of activities to meet children's individual needs. She is at the very early stages of devising a suitable system for observation and assessment of the children's learning and development, which includes a learning journey file of children's achievements. As a result, the children's starting points and the next steps in their learning are not identified, which means some opportunities are missed to extend their play and learning. Children are able to take part in all of the activities provided. The childminder encourages children to share and take turns with others. Children are generally well behaved, though at times are not provided with clear explanations as to why their behaviour is not appropriate. This hinders their abilities to differentiate right from wrong. In addition, the television is left on for long periods of time, which impacts upon children's ability to focus on activities and does not support the learning and development of babies and young children.

Opportunities to visit various groups support children's play opportunities and social skills as they interact with other children. Trips to local parks and groups support children's physical skills and development as they are able to use a range of larger equipment and wheeled resources. Older children show concern for younger children and are affectionate towards them, often giving babies kisses and cuddles. They play appropriately alongside their peers and are very inquisitive about visitors to the childminder's home. Children's language and communication skills are appropriately supported. The childminder is aware of the needs of children for whom English is an additional language and liaises with parents as to the best way to support their child. They confidently sing their favourite songs, such as 'wind my bobbin up', and encourage visitors to join in with them. Children have independent access to a selection of resources. However, these are limited with regards to equality, diversity, everyday technology and real or natural objects. This hinders children's ability to make sense of the world around them and limits the development of their investigative skills. They enjoy the opportunities to play alongside the childminder with construction kits, smiling broadly as they attempt to count the blocks and recognise the different colours. Children receive suitable

praise for their efforts and are proud of their achievements. Babies' individual needs are appropriately met, as their routines are adhered to throughout the day; for example, they are able to sleep according to their own needs. Time is created for babies to explore their physical skills as they lie on a mat and reach for their own toys.

Children develop an understanding of how to keep themselves safe through discussions with the childminder about road safety and being safe indoors, such as not throwing the ball near to babies. Children enjoy a range of nutritious foods which promote their growth and development. They are encouraged to sit at the table to eat, and thus enjoy a relaxed, social occasion. Babies' nutritional needs are appropriately met and they are held whilst having a bottle. This enables babies to develop bonds with their carer. The children are developing an understanding of the need for good hygiene routines, such as washing their hands before snacks. Children have independent access to fresh drinking water in order to keep themselves 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:	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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