

Inspection report for early years provision

Unique reference number EY384011
Inspection date 20/08/2009
Inspector Rachel Ruth Britten

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 2008. She lives with her husband and daughter aged seven years in Gorton, Manchester. The whole of the ground floor is used for childminding and there is a secure rear yard available for outside play.

The childminder is registered on the Early Years Register to care for a maximum of three children under five years at any one time. She is also registered to care for two children between the ages of five to eight years old on the compulsory part of the Childcare Register. She is currently minding two children on a part time basis.

The childminder attends local parent/toddler and childminding groups and is a member of the National Childminding Association. The family has two cats.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder is able to adequately identify and meet the individual needs of each child. She welcomes and supports them appropriately and provides an inclusive environment so that each one can make sound progress. She makes suitable working relationships with parents and other involved services so that children's experience is consistent. The childminder has worked hard to improve and now adequately meets most of the welfare and learning and development requirements of the EYFS. She understands her weaknesses and uses advice, support, training and self-evaluation to improve her knowledge and delivery of care and education.

What steps need to be taken to improve provision further?

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

- complete the attendance register as children come and go so that it can be relied upon in the event of an emergency or dispute
- summarise progress and make periodic next steps plans so that all adults work together on priorities for each child's development under the six areas.

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

- ensure that essential child details and parent agreements are in place for each child and accessibly stored with due regard for confidentiality 20/09/2009
- provide parents with the procedures to be followed in the event of a child going missing. 20/09/2009

The leadership and management of the early years provision

The childminder organises the resources and her daily routine so that children have plenty of play choices and indoor and outdoor experiences. She arranges the home safely, using risk assessments to help manage the health and safety risks associated with the kitchen and cats for example. She also uses risk assessments for every outing to make sure that she considers all the things she can take or do to keep hazards to a minimum. She has undertaken a safeguarding course and has evolved a number of policies and procedures which help to safeguard children. These include child protection, complaints, health and safety policies and evacuation practises. However, the childminder has not yet provided parents with the procedures to be followed in the event of a child going missing and has not got essential child details and parent agreements in place for children whose placement is arranged through family services. In addition, the daily register is being completed in advance with booked times and therefore does not actually show who is present at any given time, should there be an emergency.

Information is shared with parents about their child's achievements and adequate links with other services, such as toddler groups and health visitors, are in place. Parent and toddler group references indicate satisfaction with the childminder's ability to provide good 'hands on' care and flexibility. Parents have given their consent for emergency treatment and contribute initial information about children's interests and routines which is used to help them settle in and provide consistent care. Parents are pleased with the evidence of children's progress logged in their individual record but have not formally consented to photographs and written observations being used in this way. Nevertheless, the childminder has improved her professional practice and relationships through making clear policies available and through establishing individual progress records for each child. She overcomes difficulties and makes improvements by utilising the support and advice of her husband and early years advisor to write and type records. She is keen to attend courses to help her evaluate her service and continue to improve, although the length and complexity of the Ofsted self-evaluation form limits her ability to make good use of it.

The quality and standards of the early years provision

Children are cared for in a homely environment with plenty of floor and table top play space to set up their chosen activities. The childminder satisfactorily supports their learning and development by talking to them about what they are doing and offering them some challenge to persist with things and make links between their experiences. For example, she talks to a two and a half year old about a recent trip to the zoo and the balloon she had and how her shoes got into an animal enclosure. They use animal colouring pictures, play dough cutters and books as they play at home, remembering the names, shape and sounds of the animals seen. There are frequent walking trips to local parks and ponds so that children get fresh air, exercise and an appreciation of the environment around them as well as social, creative and active opportunities at local toddler groups. Children are quickly integrated into the whole family and feel secure because the family all play

with the minded children and involve them with their pet cats.

The childminder plans a satisfactory balance of activities and experiences to help children take the next steps in their learning and development. Her input and attention is helping them to develop confidence and develop their speech, for example. She is adequately proactive in teaching children how to look after their health and safety and make a positive contribution. For example, she gives healthy choices for snacks, prompts for hand washing before eating and teaches them how to help set the table and sit for eating. However, she is not pushing forward joint working with parents on toilet training for one child and has not got all the equipment she needs for this yet. Nevertheless, she has arranged a safety gate across the kitchen to ensure that children have only supervised access to areas where cat litter, cat food, and cooking utensils are sited.

The childminder undertakes regular photo and written observations of children's activities and play. She relates these to the six areas of learning and considers ideas for each child's next steps. However, she does not use the observations to compare children's progress with the age range expectations in the EYFS practice guidance and is not sure what priorities to focus on to maximise children's learning and development. It is also difficult to see what progress children are making because she does not make periodic summaries and plans under the six areas of learning. Nevertheless, the childminder does provide adequate experiences which cover the whole curriculum. She provides for their personal, social and emotional development and ensures that they are fully included.

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?	3
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?	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

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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