

Inspection report for early years provision

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| Unique reference number | 316474 |
| Inspection date | 17/09/2009 |
| Inspector | Anne Bennett |
| 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.

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Description of the childminding

The childminder has been registered since 1992. She lives with her husband and teenage son, in Tottington on the outskirts of Bury. The ground floor of the house and the upstairs bathroom are used for childminding and there is an enclosed rear garden for outdoor play. The property is close to local schools, shops and other amenities. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children, three of whom may be in the early years age group. There are currently eight children on role attending on a part time basis, five of whom are in the early years age group. Care is provided every weekday between the hours of 7.30am and 6.00pm. The childminder is a member of the National Childminding Association, a local childminding group and has completed a National Vocational Qualification at level Three in early years care and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder knows the children in her care well, and responds to them in a warm and genuine way so that they feel secure and valued. Children make steady progress in relation to their starting points. However, the educational programme currently provided does not focus sufficiently on children's progress towards the early learning goals. Records policies and procedures are generally maintained appropriately and parents receive sufficient information about activities and their child's care. A suitable understanding of inclusive practice ensures that all children are valued as individuals and the environment and activities are available to all. Partnership arrangements with other early years providers and self evaluation processes are in the initial stages.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of the early years foundation stage so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Learning and development requirements) 05/10/2009
- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 05/10/2009

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

- improve observations and assessment systems to clearly identify next steps in children's learning and development and plan for children's individual needs
- consider ways to reflect more actively on practice in order to improve outcomes for children
- establish links with other settings providing for children in the Early Years Foundation Stage in order to fully support transitions and share information about children's progress and achievements.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an adequate understanding of the signs and symptoms of abuse and neglect and an appropriate awareness of the procedures to follow in the event of a child protection concern. Suitability records for household members are in place and the childminder ensures that unvetted adults do not have access to the premises when minded children are present. In general, risks are appropriately managed and children are cared for in a safe and secure environment. However, the current record of risk assessment does not include several required elements. This is a breach of requirement. Self evaluation is in the initial stages and the childminder has a reasonable awareness of the settings strengths and priorities for improvement. The recommendations raised at the previous inspection have been sufficiently addressed and the childminder has begun to invite feedback from parents.

At admission, the childminder gathers detailed information from parents in relation to children's individual needs and shares relevant policies and procedures, recognising the importance of working in partnership with parents. Parents praise the childminder's flexible approach and feel that they receive sufficient information about children's daily routine and activities. However the quality of information relating to individual children's progress towards the early learning goals, is restricted due to the childminders limited knowledge and understanding of the Early Years Foundation Stage. The childminder knows individual children well and has a secure understanding of child development. She works appropriately with external agencies to implement a co-ordinated and consistent approach to any recommendations made. However, current links with other settings providing care for children in the Early Years Foundation Stage do not involve sharing information about children's achievements and progress.

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

Children are settled, content and willing to take part in activities and the childminder has established close and consistent relationships with them. A flexible settling in period adapts to suit the needs of different families, and parents are encouraged to bring items from home to reassure children and help them settle in.

The childminder ensures that all children are included in activities such as mark making and role play, without compromising their safety and has a sufficient awareness of children's individual interests, providing resources and activities to support this. The childminder creates a welcoming and inclusive environment, with an appropriate range of self selection opportunities for children such as small world toys, mark making resources, role play items, musical instruments, ride on toys and construction bricks.

The childminder displays a secure understanding of child development and appropriate interventions however, she has a limited knowledge of the Early Years Foundation Stage framework specifically in relation to the learning and development requirements. This is a breach of requirement. Children make steady progress across the areas of learning, but this is often incidental and lacks focus on the early learning goals. Observation and assessment systems are in the initial stages and do not consistently and clearly identify next steps in children's learning and development and plan for children's individual needs.

Children are openly encouraged to communicate and are offered a wide range of opportunities to engage in open conversations including mirroring young children's vocalisations. Imaginative play is a shared experience where the childminder is able to tune into children, taking the lead from what they say and do and becoming fully involved in children's experiences. Children pretend to fix the brakes on their ride on car and remove and replace the wheels using a drill and pliers. The childminder asks children how many new tyres they will need and supports them to ring the garage to order new ones. The childminder encourages children to identify different colours, prompting them to group and count colours, crayons, letters and numbers. Children express an interest in joining in selecting and reading books, and the childminder patiently goes through the selection of books with a child that is new to the setting and not yet familiar with the stories.

Parents currently provide all meals for children and the childminder supplements this by offering fresh fruit and drinks. The childminder fully understands her responsibilities in relation to providing a healthy, balanced and nutritious menu for children. Children attend a local toddler group, go shopping, regularly visit the library, local park and go for trips on the bus. Although children walk to other early years settings on a daily basis, the provision for planned outdoor play opportunities in different types of weather is often limited. Children learn to tidy up independently and those capable of doing so, confidently act as role models for younger children. Their achievements and contributions are enthusiastically praised by the childminder and manners are actively encouraged, effectively promoting cooperation between children and supporting them to show respect for each other. The childminder promptly reminds individuals to be careful when riding cars close to other children, providing clear explanations and consistently reinforcing boundaries.

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

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| 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

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| 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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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