

Inspection report for early years provision

Unique reference number 301397
Inspection date 21/09/2009
Inspector Patricia Graham

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 1998. She lives with her husband and two children aged 13 years and 11 years in the Bardsley area of Oldham. The whole ground floor of the childminder's house is used for childminding and bathroom facilities are situated on the first floor. There is a garden for outside play.

The childminder is registered to care for a maximum of three children at any one time in the early years age range and is currently minding one child full-time and one child part-time. The childminder is registered on the Early Years Register and also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register.

The childminder walks or drives to local schools to take and collect children. The childminder has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A homely and spacious environment enables children's individual needs to be successfully met. The provision of stimulating activities and experiences totally support children's individual learning across all areas of learning. This enables children to make good progress towards the early learning goals. Relationships are forged with parents and other settings children attend enhancing continuity of care and learning for all children. Suitable systems are in place for evaluating the effectiveness of the childminding service ensuring good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure written records of all medication administered to children are in place to ensure their health and well-being (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register). 05/10/2009

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

- consider ways to seek parents' views in order for them to contribute to the setting's self-evaluation.

The effectiveness of leadership and management of the early years provision

A secure awareness of safeguarding issues ensure children are continually protected. For example, the childminder is fully aware of possible signs and symptoms of abuse and has refreshed her knowledge through relevant training. Clear policies and procedures are in place, which are regularly reviewed in line with the Local Safeguarding Children Board procedures. Consequently, the childminder is aware of how to respond appropriately if concerns arise. Good risk assessments are carried out ensuring children's safety in the home and as they venture on outings. For example, potential hazards, such as a loose paving stone in the garden, are immediately addressed ensuring children's safety. The good selection of toys and resources available to children are safe and well maintained. These are used effectively to support children's learning and development in a safe and stimulating environment.

Links made with parents and other settings that children attend enable children's individual needs to be well met. For example, parents receive quality information about their child's learning and development. This is achieved via verbal discussions, which include information about children's starting points. Parents also have access to their child's development records which are very informative and welcome parents' comments. As a result, parents take an active part in supporting their child's next steps in learning. Links with other settings that children attend are fruitful as systems are in place for regular communication ensuring continuity in children's learning.

Effective self-evaluation systems enable improvements to be made which has a good impact on the overall quality of the provision. The childminder has successfully addressed recommendations from the last inspection and continually monitors the care she provides. For example, she has re-arranged the play room and resources to increase space for younger children to explore and to enable them to access resources easily. This positively enhances their independence and self-help skills. In addition to this, the childminder actively includes children in evaluation of activities by seeking their views. However, systems are not fully in place to actively include parents in the self-evaluation process.

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

Emotional relationships are formed with the childminder enabling children to feel settled and assured. They are totally relaxed in the stimulating environment and have great fun playing with the childminder who takes an active part in their learning. For example, children develop their creativity as they sing action songs together, enabling them to build a repertoire of songs. They develop a love of the printed word as they access a good selection of books and their language skills are further promoted as they act narratives, such as Goldilocks Locks, in their puppet theatre. Children confidently explore simple technology as they press buttons to activate noise and they chat confidently on the electronic telephone, which

generates lots of conversation. They develop good mathematical understanding as they begin to problem solve. For example, they sort the jigsaws by pattern and competently fit shapes into the inset boards. They make comparisons to quantity as they empty and fill containers using a range of props such as funnels, cylinders and water wheels.

Children develop their social skills as they play cooperatively with others. They develop an awareness of the wider world as they venture on outings to places of interest, such as walks to Daisy Nook and trips to the farm. As a result, children are gaining first hand experiences with the natural world. Their awareness of others is promoted through the celebration of festivals and through meaningful discussions, which help children understand differences. Consequently, children develop a positive and caring attitude towards others.

The childminder has good systems in place for observing children and this information is presented in observation files, which keeps parents well informed of their child's progress. Observations are used well to inform future planning because the childminder recognises the uniqueness of each child and endeavours to provide them with challenging but achievable targets to extend their learning. As a result, children's next steps in learning are clearly identified.

Children develop a good awareness of safety as they practise regular fire drills enabling them to respond appropriately in the event of a fire. They behave in a responsible and caring manner as they show respect for others and play harmoniously. Their awareness of keeping safe is further promoted as they discuss the ground rules and understand why these boundaries are in place.

Good emphasis is given on promoting children's health and hygiene as the childminder encourages children to be independent in their personal care and offers lots of opportunities for them to be physically active. The childminder is qualified to administer first aid, which promotes children's good health. Suitable systems are in place for recording accidents and parental consent is given for administering medication to children. However, procedures are not yet in place for recording all medicines administered to children. This is specific legal requirement. Children are well nourished with home-made meals, which are freshly prepared, and dietary needs are discussed and agreed with parents.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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 (CR8). 05/10/2009

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 (CR8). 05/10/2009