

Inspection report for early years provision

Unique reference number	307353
Inspection date	03/12/2009
Inspector	Judith Anne Kerr
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).

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.

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 1994. She lives with her two adult children in the Irlam O'the Height area of Salford, Greater Manchester close to shops, schools, parks and public transport links. The whole of the childminder's house, except for the cellar, is used for childminding purposes. There is an enclosed front garden and rear yard for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for three children on the Early Years Register. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She attends the local adult and toddler groups on a regular basis.

The childminder is a member of the National Childminding Association and holds a National Nursery Nursing qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive service, where all children are valued and respected. Children make good progress in their learning and development, as they are well supported by the childminder who provides a range of stimulating activities. Procedures and practices, which are for the most part effective, contribute towards the safety and welfare of the children. Purposeful partnerships with parents and others, where they are included in all aspects of children's welfare, ensures that everyone works together to promote consistency and continuity of care and learning. The childminder has clear aspirations for continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents before administering medication to children (Safeguarding and promoting children's welfare).
- 03/12/2009

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

- consistently identify the next steps of learning and link assessments to the elements of the framework to help track children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to promoting children's safety and welfare. She has a secure knowledge and understanding of safeguarding procedures, which contributes towards protecting children from harm and abuse. A written statement is available for parents to ensure they are made aware of her responsibility to report any concerns. All adults in the household have been checked to ensure they are suitable to be in close proximity to children. Security in and around the home is good and ensures that children remain safe. Robust risk assessments are in place to take account of the indoor and outdoor environment, and the outings which children enjoy. Parents give verbal consent prior to any medication being administered, but there is no signed record of their permission that it may be given; this is a breach of regulations.

Through discussions and completion of the Ofsted self-evaluation form, the childminder is able to give an accurate overview of her childminding practice. She has addressed the recommendations from her last inspection thereby improving children's safety and well-being. The childminder is committed to her ongoing professional development and future training needs are well targeted to further promote positive outcomes for children.

The childminder is committed to providing an inclusive environment for all children and their families. Detailed policies regarding the childminder's practices are shared with parents during the admission procedure. The childminder works closely with parents to establish children's individual needs and starting points with regard to their learning and development. Observational records are shared with parents and their contributions are invited. Ideas and suggestions are also given to parents to help develop children's learning at home. Positive links with other providers of the Early Years Foundation Stage (EYFS) that children attend have been established. Parents have a very high regard for the care afforded to their children. They comment that they are 'extremely happy' with the childminder as she 'treats the children as her own'. They say they 'would never hesitate to recommend' her as she develops a strong bond with their children.

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

The childminder demonstrates a clear understanding of the EYFS and the need to provide activities and experiences to support and extend children's learning and development. She considers the children's interests when planning activities, and as a result activities are led by them. Systems to monitor children's progress are developing well. The childminder makes observations of the children while they play and links these to the areas of learning. However, their next steps are not consistently identified to inform future planning, and assessments are not linked to elements of the framework to help track children's progress towards the early learning goals.

From the moment children and parents enter the childminder's house, they are made to feel welcome. Information about the EYFS is displayed for parents, along with posters of animal babies, shapes and the alphabet, and children's work. These keep parents up to date with their child's activities and help the children to feel valued. Resources are well-organised within easy reach so that children can help themselves and initiate their own play. Children are able to freely move between the indoor and outdoor play areas. They enjoy spending time outdoors in all weathers, appropriately dressed as they splash in puddles, scoop up the snow and blow bubbles. Mathematical skills are well promoted as children play. For example, the childminder counts with the children as they build the bricks and make their way down the stairs. Children match the shapes and calculate which container holds more or less as they play in the water.

Creative opportunities make learning fun as children print with their feet, explore the texture of the dough and follow the instructions for stirring the cornflake mixture. Children explore the world around them as they visit toddler groups and enjoy a day at the seaside. Visits to soft play areas enable the children to jump in the ball pools, negotiate their way up and down the climbing nets and whiz down the slides. Outings to the pets' corner and the zoo help the children to understand the needs of other living creatures as they see the cows being milked and enjoy a ride on a donkey. Other cultures are respected as children learn about Chinese New Year, Diwali and Eid. They make lanterns and eat their Chinese food with chopsticks; pictures of Rangoli patterns, tasting samosas, and talking about the reasons for fasting during Ramadan help the children to develop an understanding of the wider world.

Mealtimes and snacks are social occasions where children develop positive attitudes towards enjoying healthy, nutritious home made food. Hand washing is incorporated into the daily routine, and regular discussions about germs help children understand the underlying concepts of good hygiene practices. Good procedures are in place to raise children's awareness of personal safety, as they understand why they must be strapped in the car and are made aware of the correct procedures to follow when crossing the road. The childminder practises the emergency evacuation procedures with the children to ensure they know what to do in the event of a fire.

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	2
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	2
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:	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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