

Inspection report for early years provision

Unique reference number	311906
Inspection date	18/01/2010
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).

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 1980. She lives in the Audenshaw area of Tameside with her husband. The house is close to shops, parks, schools and public transport links. The dedicated playroom, toilet and dining kitchen on the ground floor of the childminder's house are used for childminding. There is a front garden and an enclosed rear yard for outside play. The family have two dogs as pets.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for one child in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder attends the local adult and toddler groups.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and caring environment where all children are valued and respected. The children make good progress in their learning and development, as they are well supported by the childminder who provides a range of stimulating activities. With one exception all the welfare requirements are met. Parents are consulted and included in all aspects of their child's care, and positive partnerships are established. Useful working relationships are developed with other providers of the Early Years Foundation Stage (EYFS) to ensure continuity for children's welfare and learning. The childminder has clear aspirations for the continual improvement and quality of care, learning and development provided for the children.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare).
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To further improve the early years provision the registered person should:

- 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 is aware of the potential signs and symptoms of abuse and the importance of her role in protecting children. She has a clear written policy which outlines her procedures and makes parents aware of her responsibility to report any concerns she may have to the relevant persons. All adults in the household have been vetted by Ofsted to further safeguard children's welfare.

There are thorough risk assessments which take account of the indoor and outdoor environment so that hazards are minimised. In addition, risk assessments are completed for all outings that the children undertake.

A valid first aid certificate is maintained by the childminder to enable her to administer the correct treatment in the event of an accident and to help her successfully implement the requirements of the EYFS. The recommendations raised at the last inspection have, in the main, been met. However, although the childminder seeks written consent from parents for the administration of medication it is not consistently for each and every medicine. This is a requirement in regulations. The childminder has completed a comprehensive, accurate self-evaluation document to help her evaluate her practice. As a result, she has identified areas for improvement, which she feels are, and should be, continually ongoing.

A high level of importance is placed on meeting children's individual needs. Relationships with parents are strong as the childminder values their contribution as partners in their children's care and learning. Detailed policies and procedures, together with daily discussions, ensure they are well informed about her working practices and occurrences within their child's unique day. They are involved in agreeing children's starting points in relation to the early learning goals and kept informed about their progress through the sharing of observational records each month. Annual questionnaires completed by parents show they value the service and care provided to their children. Positive links are maintained with the local school, which contributes to promoting progression and continuity of learning and care for children.

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

The childminder is knowledgeable about the EYFS. She shows a clear understanding of the early learning goals, and the need to provide challenging activities and experiences which support and extend children's learning and development and are appropriate to their age and stage of development. Observations which are linked to the six areas of learning are undertaken and the next steps are predicted but not used to identify future learning priorities for children and as a result, planning is, in the main, activity-based. The 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. A wealth of information is displayed for parents and walls are covered with posters and displays of children's work. Resources are well organised within easy reach so children can help themselves, initiate their own play and thereby develop confidence. This contributes towards their future life skills. Children are able to freely move between the indoor and outdoor play areas. They enjoy spending time outdoors manoeuvring the wheeled toys, batting balls and digging in the sand. Craft activities enable children to enjoy experimenting with different materials, such as tissue, glue, paint, feathers and glitter. They make sheep using cotton wool, mobile snakes and butterflies with wobbly eyes. Mixing red and white paint enables children to see the colour change to pink and they print their hands. Baking activities, such as making cakes, prove popular as children learn about the size, colour and quantity.

Mathematical skills are well promoted as children play. For example, the childminder counts with the children as they stack the bricks in a tower and match the bears in the picture. They pour and measure as they play in the water and discuss heavy and light and above and below. The children explore the world around them as they visit the park and farm. This enables them to experience different environments and gain an appreciation of other living things. Other cultures are respected as children learn about Chinese New Year and the different zodiac signs. Resources such as books, posters, multicultural dolls and puzzles all help children to develop an understanding of our diverse society. The children learn about the lifecycle of a caterpillar and enjoy planting and caring for the petunias they purchased from the garden centre. They show concern for others as they collect bottle tops to support fundraising for a special wheelchair for a local child.

Mealtimes and snacks are social occasions when children sit round the table together to enjoy healthy and nutritious food. Hand washing is incorporated into the daily routine and regular discussions about germs, including the importance of covering the mouth when coughing help children understand the underlying concepts of good hygiene practices. Beneficial procedures are in place to raise children's awareness of personal safety. They are made aware of the correct procedures to follow when crossing the road and are reminded not to run indoors. The childminder displays her evacuation procedure and practises it on a regular basis 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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