

Inspection report for early years provision

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Inspection date	02/11/2009
Inspector	Susan Lyon
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 1999 to care for four children. She lives with her husband and three children in Tameside. The rooms and areas of the house used for childminding are the play room, dining room, conservatory, kitchen, downstairs toilet and back garden. The childminder provides an out of school service from local primary schools. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll. The childminder has a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and enjoy themselves at the setting. The childminder provides appropriate activities in a colourful and interesting environment. However, she has limited knowledge of the six areas of learning. All children are included and their individual needs met, although the observation and assessment arrangements are not yet fully developed. Children's safety and welfare is generally promoted and most documentation is in place. The childminder demonstrates sufficient capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- include outings in the written risk assessments stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment & equipment) (also applies to the compulsory and voluntary parts of the Childcare Register) 16/11/2009
- provide information for parents regarding the procedure to be followed in the event of a child going missing (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare register) 16/11/2009

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

- increase knowledge of the areas of learning in order to help children progress towards the early learning goals
- use the information from observations to identify the next steps in children's learning and development

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is generally promoted through written risk assessments to the premises, although outings are not included. This is a requirement of registration. Suitable safety measures are in place to create a safe and secure environment, such as socket covers, smoke alarms and a fire blanket. Appropriate precautions keep children safe on outings. For example, they hold onto the buggy and stay together. An emergency escape plan is in place and practised with children. Space and resources are organised to allow all children to move around freely and safely. Most documentation is in place to ensure safe and efficient management of the provision. For example, a daily register is maintained, a valid first aid certificate is in place and the childminder has public liability insurance. Appropriate accident and medication records are kept, although a policy for a child lost or missing is not in place. This is a requirement of registration. Children are protected through the childminder's adequate understanding of her role in child protection and her awareness of the vetting of household members.

The childminder demonstrates sufficient capacity to continually improve her childminding through self-evaluating practices to identify areas of weakness. For example, she has recently made the back garden safe and secure through erecting a brick wall to fully enclose the garden and constantly increases play resources, such as books and jigsaws. The childminder is committed to improving her childminding and remains motivated through 'sharing children's enthusiasm'. Feedback is sought from parents through the childminder asking them if they are happy with the care. The childminder has taken reasonable steps to bring about improvements to the service by completing recommendations from the last inspection. For example, children now routinely wash hands before food and after toileting, the childminder has increased her awareness of safeguarding procedures through attending training and play resources reflecting equal opportunities have been obtained. These improvements enhance the care, safety and enjoyment of children while at the setting. Furthermore, the childminder attends ongoing training to increase her knowledge and skills, such as safeguarding, the Early Years Foundation Stage (EYFS) framework and positive parenting.

Children benefit from the childminder working closely with parents and respecting their wishes. For example, potty training is introduced at the same time using a consistent approach. New parents receive relevant information, such as policies, activities, training certificates and the registration certificate is displayed. Appropriate information recognising the uniqueness of each child is obtained from parents, such as consent for emergency medical treatment, likes, dislikes, who has legal contact with children and who has parental responsibility for the child. Children's individual needs are discussed with parents and recorded on contracts, including health and dietary needs. The childminder has established good links with local schools providing the EYFS framework through liaising with staff and sharing information, in order to ensure progression and continuity of care and learning. The childminder has not worked with other agencies but understands the benefits to children of working closely with other professionals and sharing information.

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

The childminder helps children to learn by spending time with them and providing appropriate activities, such as role play, construction and books. She creates a colourful and interesting environment for children through displaying posters, calendars and height charts. However, she has limited knowledge of the areas of learning, hindering children's progress towards the early learning goals. Children enjoy using spoken language as they frequently interact with the childminder and each other. At times, they use more complex sentences, such as 'we're getting on a bus'. Children show interest in the world as they visit the local park to collect leaves. They show interest in toys incorporating technology as they operate toy laptops and electronic sound and musical play equipment.

Children recognise some numbers and use number names, as they count the cars when out and about. Children move in a range of ways when visiting the park as they enjoy climbing steps to the slide and kicking balls. They run and walk and know how to stop when instructed. Children seek to do things for themselves, such as putting on their coats and shoes. They feed themselves and begin to understand some things are shared, as they respond well when the childminder says 'you have to wait your turn'. Children make three dimensional structures using building bricks and create paintings and drawings. They join in favourite songs and use their imagination in role play as they begin to make-believe saying 'made tea'.

Children freely explore the environment as they easily access play resources. At times they benefit from adult-led activities, such as singing and stories. Babies and young children develop their senses through exploring different textures and sound toys. Simple observations are carried out and recorded regarding what children can do, although this information is not always used to identify the next steps in their learning, hindering their progress towards the early learning goals. All children are included in activities through the childminder changing or adapting the way play is provided to suit all levels of ability. Children feel a sense of belonging as they each have their own cups and are looked after in a caring and homely environment. Parents are involved in children's learning and development through daily chats and the sharing of the observation files.

Strong emphasis is placed on teaching children how to keep themselves safe. For example, children clearly understand the need to stay together when on outings, as they explain 'we don't go round the corner' and 'cars go on the pavement and they shouldn't'. Children show they feel safe as they move around the play areas safely and confidently. Children benefit from fresh air and exercise and understand the benefits, as the childminder says 'let's go out for fresh air'. An exclusion policy and clean towels helps prevent the spread of infection. Appropriate action is taken when children are ill and children know to wash their hands after toileting and before food. Children make healthy choices at meal and snack times, such as fruit and pasta and drinks are freely available throughout the day, keeping their bodies healthy and hydrated.

The childminder treats children with kindness and consideration and as a result, children are happy, settled and eager to play. They are active and confident learners as they freely choose resources and help to tidy up. Children enjoy positive relationships with each other and the childminder and cooperate well as they look at books together. Through art and craft materials, children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment. For example, they make masks and sticking pictures to take home. Children learn to respect diversity through the childminder talking to them about people who are different. They discuss different countries and cultures and enjoy looking at the Chinese calendar. Children value other languages through displaying Spanish words in posters and books. Children become aware of the wider world through a good range of play resources, such as a wok, chopsticks, disabled play figures and black dolls. Children are actively involved in making choices and decisions as the childminder asks them what they want to eat. Children's behaviour is managed positively through clear boundaries and explanations, contributing to their confidence and self-esteem. Overall, children are making some progress in their learning and developing skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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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Outcomes for children in the Early Years Foundation Stage

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	3
The extent to which children develop skills for the future	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:

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 (Suitability and Safety of Premises and Equipment) 16/11/2009
- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 16/11/2009

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 (Suitability and safety of premises and Equipment) 16/11/2009
- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 16/11/2009