

Inspection report for early years provision

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Inspection date	19/10/2009
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 1996. She lives with her husband and three adult children in the Audenshaw area of Tameside. The whole ground floor of the childminders house is used for childminding and bathroom facilities are situated on the first floor. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years, of these three may be in the early years age range at any one time and is currently minding two children part time. The childminder is registered on the Early Years register and also makes provision for children older than the early year's age group which is registered on the voluntary and compulsory part of the Childcare register.

The childminder walks or drives to a local school to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a secure understanding of the learning and development requirements enable children to make good levels of progress towards the early learning goals. This is further enhanced with effective partnerships forged with parents and other settings children attend enabling continuity and cohesion of care. The welfare requirements are adequately promoted, which positively supports children safety and well being. Adequate evaluation of the childminding service identifies some areas to be developed, enabling continuous improvement 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:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register) 16/11/2009
- improve knowledge of procedures for dealing with any potential concerns or complaints from parents to ensure the welfare of children. (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register) 16/11/2009

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

- ensure regular fire drills are carried out with children to further enhance their

awareness of fire safety and to help them understand how to keep themselves safe in the event of a fire.

The effectiveness of leadership and management of the early years provision

Good procedures are in place to ensure children are safeguarded because the childminder is aware of possible signs and symptoms of abuse. She keeps abreast of safeguarding issues through relevant training and is fully aware of procedures to follow if concerns arise. Risk assessments are carried out to ensure children's safety as they play and identified hazards are immediately addressed. Good emphasis is placed on helping children understand the importance of keeping themselves safe. For example, as they partake in baking activities they discuss dangers in the kitchen and they learn about fire safety on bonfire night through meaningful discussions and activities. Their awareness of fire safety is further enhanced as the childminder's son talks to children in his professional capacity as a fire fighter. Appropriate fire detection equipment is in place which promotes children's well being in the event of a fire. However, their awareness of fire safety is not fully enhanced as evacuation drills are not yet practised with children.

Good links with parents and the local school children attend enables children's needs to be met effectively. For example, they all work in true partnership by using a home school book to support children's care, learning and development. This works extremely well in practice as children benefit from continuity in their learning. In addition to this the childminder speaks to parents about their child's progress and strives to care for children in accordance with their wishes. For example, required information is obtained from parents, such as sleep routines and favourite activities, assisting the childminder in acknowledging the uniqueness of individual children. In return parents are kept well informed of the childminding service as policies and procedures are shared with them. However, the childminder is not fully aware of procedures to follow if a complaint is received in writing. This is a specific legal requirement.

Some good systems for self evaluation enable improvements to be made which has a positive impact on the overall quality of the provision. For example, the childminder endeavours to seek new ideas to enhance children's learning and development. As a result, children benefit from a range of innovative activities, such as making windmills and paper Mache creations, which they thoroughly enjoy. Monitoring systems enable the childminder to continually develop her systems for recording observations to reflect children's progress. Consequently, she is now able to identify gaps in their learning. The childminder is realistic in her approach and adequately identifies her strengths and weaknesses, such as the need to improve her documentation. This enables positive outcomes for children and reflects continuous improvement.

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

Children are very happy in the setting because the childminder is extremely nurturing in her approach and warmly welcomes children on arrival. As a result, they bound in happily and are totally relaxed as they make themselves at home. They form good relationships with the childminder and their friends and display high levels of interest in activities provided. For example, children find out about the world through a variety of sources, such as visits to the war museum to find out about past events and as they explore the meaning of poppies. They learn about their environment as they venture on walks in the community enabling them to identify features, such as changes in the autumn leaves. The childminder endeavours to offer children lots of experiences which build on their interests and the organisation of the environment enables children to self select activities of their choosing. Consequently, they are becoming active learners as they initiate their own play and learning. For example, children develop their communication and collaborative skills as they perform puppet shows using the good selection of props provided. Their awareness of number and shape are promoted through a range of activities which focus on mathematical learning. This enables children to develop good skills for the future.

Children engage in regular outdoor play using a range of resources in the enclosed garden, such as ball games. As a result, they are benefiting from lots of fresh air and exercise, which contributes to a healthy life style. Their physical skills are further enhanced as the childminder offers simple but effective activities such as home made shoe templates enabling younger children to practise the technique of tying shoe laces. This also supports the development of their independence skills. Children are well behaved and courteous to others and they have high levels of self-esteem as the childminder offers lots of kind words and rewards, such as stickers, which boosts their confidence. they are included in planning activities, especially during the holidays which gives them high levels of involvement. Children gain awareness of diversity as they access some resources which reflect positive images, they acknowledge festivals and learn about differences through meaningful discussions with the childminder. As a result, children are developing a positive view of others.

Healthy eating is promoted as the childminder provides nutritious snacks, such as fresh fruits, vegetable crudités and yoghurts enabling children to make healthy choices. The healthy eating policy is shared with parents ensuring wholesome pack lunches are provided for their children. Children's good health is further promoted as they are independent with their personal care and good systems are in place for cleaning toys and resources which minimises the risk of cross infection. The childminder is qualified to administer first aid and has written consent in place to seek emergency medical treatment, which means she can respond appropriately in the event of an accident. Medication records are in place and clearly record the dosage of medication administered to children. However, systems are not in place to seek clear parental consent before medication is administered, which poses an element of risk to children's health and well being. In addition to this medication records are not retained in a confidential manner.

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	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	3
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

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

Outcomes for children in the Early Years Foundation Stage	3
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	3
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 (Procedures for dealing with complaints) 16/11/2009
- take action as specified in the early years section of the report. (Records to be kept) 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 (Procedures for dealing with complaints) 16/11/2009
- take action as specified in the early years section of the report. (Records to be kept) 16/11/2009