

Inspection report for early years provision

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Inspection date	17/11/2009
Inspector	Susan Janet Lee
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. She lives in a semi-detached property in Bolton. The childminder holds a childcare qualification.

The lounge, playroom and kitchen on the ground floor and the bathroom on the first floor are used for childminding purposes. There is a rear garden available for outdoor play. Access is gained to the property at the front of the house on the ground floor level.

The childminder is registered to provide care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll. The childminder is able to take and collect children from the local primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides generally safe surroundings for the children in her care. She works to provide a hospitable and inclusive environment for the children and their families. The childminder knows the children well and meets their needs appropriately. The children make satisfactory progress in their learning and development. Not all required documentation is in place. The childminder works in partnership with parents to gradually settle their children and this helps them to feel secure. The childminder makes some use of self-evaluation to recognise strengths and areas for development.

What steps need to be taken to improve provision further?

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

- keep a record of complaints (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 01/12/2009

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

- develop the safeguarding procedure to include a procedure to follow, should an allegation be made against the provider
- minimise hazards to children outdoors (accessibility of the grid in the garden)
- develop a system to gather information from parents about their children's starting points
- further develop procedures in relation to self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an appropriate understanding of the procedures for safeguarding children. There is a safeguarding procedure in place. However, it does not include a procedure to follow should an allegation be made against the provider. The childminder takes positive steps to ensure that the environment and resources are sustainable. The environment is well cared for and fit for its purpose. There is a wide range of resources available and they suitably support children's learning. Most required documentation is in place. However, there is no system in place to record complaints.

The childminder is motivated and demonstrates a capacity to maintain continuous improvement. Arrangements regarding self-evaluation are still in their infancy. The childminder has recently started to use reflection of her practices to identify what works well and what needs to be further developed. She also seeks the views of parents through discussion. The recommendations from the last inspection have been met. A smoke alarm has been fitted to the first floor level of the house which improves fire safety. The childminder has a valid first aid certificate ensuring she has up to date awareness of what to do in the event of an accident or minor injury. A written record of children's attendance is now in place. The childminder has regard for children's well-being as she attends training to further develop her childcare practices. She demonstrates a desire to continue her professional development as future dates for training have been arranged.

The childminder provides a welcoming environment for the children and their families. She is aware of where to seek support and advice should she care for children with special educational needs or children who speak English as an additional language. Parents are provided with a wealth of information about the setting at the introduction meeting and they are kept well informed about their children's well-being and development. Discussion with parents shows they are happy with the provision. Partnerships with other settings are well established and this helps to provide continuity of care and learning.

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

There is a dedicated playroom available which is well organised and resourced with equipment. Resources are available at child-height, enabling the children to make choices and develop their independence. Observations during the visit and photographs show the children have access to a range of activities and that they are engaged and happily occupied. A display folder shows that the children have opportunities to express their thoughts and ideas using a range of creative materials. The childminder has appropriate procedures in place in relation to planning and assessment. She uses observations of the children at play to chart their development and plan their next steps in learning. However, there is no system in place to gather information from parents about what their children can do when they commence and this makes it difficult to assess children's progress in

relation to their starting points. The childminder takes steps to remove any identified barriers. For example, the re-organisation of dressing-up clothes and the purchase of a low-level clothes rail now allows the children to independently select dressing-up clothes and take them off the hangers.

The childminder shares positive relationships with the children who are happy and settled in her care. The childminder sits at the same level as the children as they play and there is lots of positive interaction and eye contact. Babies show an interest in toys and learn how to operate them by handling and manipulating them. They press buttons and lift flaps to achieve effects, such as pictures, movement and sound. The youngest children enjoy using their senses to explore; they shake rattles to hear sound. They play with a teddy bear that has different textures and sounds. The children scrunch the teddy's ear to make a crinkly noise. They enjoy using their voices in social interaction and they babble, squeal and gurgle. The childminder responds in gentle tones to reinforce early speech patterns and the babies smile in response to the childminder's interactions.

The older children enjoy imaginative play with small world resources and dressing-up clothes. They dress up in clothes that represent the fire service, the police service and medical service. They seat small figures in an aeroplane and then fly the plane in the sky, extending their play from the playroom and into the hall. The 'nurse' uses a stethoscope to listen to the childminder's heartbeat. The children use their fingers to make patterns in the sand. They are able to draw the shape of the first letter of their name in the sand. The childminder then introduces other words which begin with the letter. The children develop a sense of time and they know they have snack at 10 o'clock. The children have access to a range of natural play materials to help them use their senses to explore and investigate. They also have access to a range of resources to help them find out about everyday technology and information and communication technology.

The childminder implements strategies to promote children's social, physical and economic well-being. The premises are well maintained and the childminder exercises hygiene practices to minimise the risk of cross-infection. The children benefit from fresh air and physical exercise as they play in the garden and visit the park. Photographical documentation shows the children playing in the woods, walking through autumnal leaves, playing in the snow, feeding horses and swinging in a big tyre. All such activities contribute to the children's good health and physical development. Children's health is promoted through the provision of healthy snacks and meals. Most areas are safe. However, the grid in the garden is quite deep and poses a risk to children. The childminder uses everyday opportunities to help children to learn about safe practices and they also benefit from practising the fire evacuation procedure. The children develop an understanding of acceptable behaviour because the childminder acts as a positive role model.

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	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	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	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 action for the Early Years register (CR7.3 Safeguarding and promoting children's welfare) 01/12/2009

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 action for the Early Years register (CR7.3 Safeguarding and promoting children's welfare) 01/12/2009