

Inspection report for early years provision

Unique reference number	EY245483
Inspection date	12/10/2009
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and two children aged nine years and seven years in the Openshaw area of Manchester. The whole ground floor of the childminder's 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 three children at any one time in the early years age range and is currently minding one child, full-time. The childminder is registered on the Early Years Register and also makes provision for children older than the early years age group which is registered on the voluntary and compulsory part of the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder has two kittens.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder adequately supports children's welfare, learning and development, which promotes positive outcomes for children. Suitable organisation of activities and outings, which build on children's interests ensure they are stimulated and make sound progress across the six areas of learning. Evaluation of the childminding practice, demonstrates an adequate awareness of the need for continuous improvement enabling positive outcomes 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:

- assess the risks to children in relation to exposed sockets and loose wires and take action to minimise these (Safeguarding and promoting children's welfare) 26/10/2009
- obtain necessary information from parents in advance of their child being admitted to the provision, relating to information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 26/10/2009

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

- review sleep arrangements to ensure children are able to sleep in comfort
- develop the educational programme for children's problem solving, reasoning and numeracy by providing opportunities and practical activities that enable

them to improve their understanding of calculation.

The effectiveness of leadership and management of the early years provision

Adequate awareness of the procedures in line with the Local Safeguarding Children Board ensures the childminder can respond appropriately if child protection concerns arise. For example, she is fully aware of who the designated child protection officers are and she is aware of her responsibility to liaise with appropriate agencies, when necessary. As a result, children are safeguarded. Risk assessments are carried out to ensure children's safety and some hazards are appropriately addressed. For example, the childminder has removed ivy from the garden and ensures lower ratios are maintained on walks along the canal. However, risk assessment fail to identify potential hazards, such as accessible wires and exposed sockets behind the television. This compromises children's safety.

The organisation of toys and resources presented in low level units provides a child focused environment for children. This positively enhances their independence as they freely choose activities and select toys which are easily accessible. Good partnerships are forged with parents as the childminder takes time to talk to them about their child's progress and uses innovative communication methods, such as text messaging, which keeps them abreast of their child's daily activities. Good systems are in place for seeking relevant information from parents, which ensures children's care, learning and well-being. For example, information is sought about children's starting points, enabling the childminder to provide appropriate activities and she works in partnership with parents to extend their child's learning at home, which enables continuity of care. However, systems are not yet in place to seek information regarding parental responsibility and legal contact for children. This is a specific legal requirement.

Suitable monitoring systems enable improvements to be made which has a positive impact on the overall quality of the provision. The childminder has updated her knowledge through regular training and has also achieved a childcare qualification, which positively enhances outcomes for children. The childminder is realistic in her approach and adequately identifies some of her weaknesses. As a result, systems are now in place to continually improve her practice, for example, by developing her planning of activities for children.

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

Children are happy and settled in the childminder's home and demonstrate good levels of confidence as they explore a good selection of toys which interest and motivate them. They select their favourite books which are readily available and have great fun talking about the pictures and they turn the pages competently. Their love of the printed word is further extended as children use a range of interesting resources, such as aqua boards and drawing boards to ascribe meaning

to their own marks. Children enjoy a range of creative activities, such as painting activities, and they are positively encouraged to explore and experience. For example, as children paint pictures they discover by mixing the paints they create different colours and their interest is extended as they investigate more with support from the childminder. As a result, they produce a range of vibrant colours which helps them develop an understanding of cause and effect.

Children show an awareness of number as they count objects through everyday activities. They have great fun making shape patterns and fitting shapes into sorters enabling them to show an interest in shape and space. They develop a good understanding of prepositions, for example, they walk over and under the bridge, as they venture on walks, and their interest is further extended as they construct bridges with the train track. This helps children consolidate their understanding. However, children have limited opportunities to improve their knowledge of calculation as activities for problem solving and reasoning are not consistently provided. Planning of activities in the community widens children's experiences and enables them to develop their social skills as they mix with other children. For example, they attend regular toddler groups, visit the local children's centre and relish trips on the play bus.

Suitable systems are in place to support children's progress towards the early learning goals because the childminder observes children in play and adequately monitors their progress. She endeavours to offer activities which build on their individual interests and this works reasonably well in practice. For example, children enjoy going on walks to feed the ducks and geese and the childminder uses this experience as an opportunity to raise their understanding of safety. As a result, children know to be careful near the Canadian geese and they talk about road safety awareness. This is further extended as children access road safety websites on the computer, enabling them to navigate to different programmes, which encourages them to think about road safety issues.

The childminder promotes children's awareness of maintaining a healthy lifestyle by ensuring fresh drinking water is available at all times. They benefit from lots of fresh air and exercise and have sufficient opportunities to relax and rest according to their needs. However, children sleep in pushchairs, which means their comfort is not fully assured. The childminder uses appropriate strategies to help children consider the views of others and their awareness of diversity is sufficiently promoted through access to some toys and resources, which reflect positive images of others. This is complemented with an equal opportunities policy which is implemented well in practice and shared with parents.

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	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	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:	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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