

Inspection report for early years provision

Unique reference number	EY295286
Inspection date	08/10/2009
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 2004. She lives with her husband and two children aged eight years and one year in the Failsworth area of Oldham. The whole ground floor and one bedroom of the childminder's house are 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 two children at any one time in the early years age range and she is currently minding three children part-time. The childminder is registered on the Early Years Register. She also makes provision for children older than the early years age group as she 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 a hamster.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision of innovative activities and experiences, which are tailored according to children's interests, ensures they are continually stimulated and make good progress in their learning. A secure awareness of the welfare requirements positively enhances children's safety and well-being. However, all legal requirements are not fully in place. Strong links are established with parents to ensure continuity for children, however, links with other settings children attend are not yet fully established. Good systems are in place to self-evaluate the childminding provision and a commitment from the dedicated childminder ensures continuous improvement. This promotes good 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:

- obtain necessary information from parents about who has legal contact with the child and who has parental responsibility for the child to ensure the welfare of children (Safeguarding and promoting children's welfare) 22/10/2009

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

- ensure effective continuity and progression for children who attend more than one setting, by sharing relevant information with each other
- extend opportunities for children to explore using all of their sense by

increasing the range of natural materials provided.

The effectiveness of leadership and management of the early years provision

A good knowledge and understanding of how to implement safeguarding procedures in line with the Local Safeguarding Children Board procedures ensures children are fully protected. The childminder understands her responsibilities to keep up-to-date on safeguarding issues and has recently refreshed her knowledge through relevant training. Risk assessments on the premises and equipment are routinely undertaken in the home and potential hazards are immediately addressed, ensuring children's safety at all times. The organisation of home provides an inclusive and welcoming environment for all children. For example, the childminder strives to provide activities and experiences which meet children's individual interests and this is adeptly provided enabling an inclusive and sustainable environment for all children.

Good links with parents enable children's needs to be met effectively. For example, parents are provided with relevant information about the childminding service, which keeps them abreast of their child's care, learning and development. For example, daily diaries are completed and lots of photographic evidence is provided in children's development files and displayed in the home. This supports communication and helps parents see their child's experiences. The successful partnership with parents is further enhanced as systems are in place to seek their views via questionnaires. However, partnership working is not yet established with other settings children attend. As a result, children do not fully benefit from continuity in their learning.

The childminder demonstrates a good level of commitment to extending her knowledge through regular training and she uses her acquired knowledge to extend children's learning. For example, following training on diversity, the childminder raises children awareness of others through everyday activities, such as singing with sign and having resources which reflect diversity continually accessible. This promotes good outcomes for children and helps them gain a positive view of others. Good systems are in place for self-evaluation and the childminder endeavours to make continuous improvements in her childminding practice. For example, the childminder has plans in place to provide a cosy area for children to relax whilst reading books. In addition to this, she has embraced the learning and development requirements of the Early Years Foundation Stage (EYFS) by providing personalised learning for each child. However, monitoring systems are not yet fully developed in ensuring that all of the legal requirements of the EYFS are met. For example, systems are not yet in place to obtain information about who has parental responsibility and legal contact with children, which means children's welfare is not fully assured.

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

Children are extremely happy and settled in the well organised and child-focused home. They have ample opportunities to play independently or take part in planned activities. For example, children partake in washing toys and resources with the childminder, which helps them understand the importance of good health and hygiene. At other times they play racing games on wheeled toys as they manoeuvre them along the winding path. They adopt good methods of problem solving as they discover it is quicker to push the toys as opposed to ride them and their problem solving techniques are further promoted through the provision of inset boards and jigsaws which offer challenge. Children benefit from lots of outdoor play, which is continually accessible regardless of the weather, enabling them to have first-hand contact with the seasons and natural world. They develop their counting skills as they collect and count apples from the fruit trees and they begin to recognise shapes in their environment as they venture on nature walks to find different shapes.

Good interaction from the childminder who is intuitive and responds superbly to children's interests, fully supports their learning and development. For example, as children display an interest in kicking balls; the childminder uses their interests to introduce learning opportunities across the six areas of learning. As a result, children relish their favourite story 'Feet are not for kicking' enabling them to develop a love of the printed word and they have great fun acting out narratives from the story, such as kicking the autumn leaves. This introduces children adeptly to their current theme on autumn. Children's independence and self-esteem is promoted through lots of praise and kind words from the childminder. Consequently, they have a good sense of belonging and feel totally at home as they explore the good section of manufactured toys provided. However, natural resources are not consistently provided. As a result, children have limited opportunities to explore using all of their senses. Children discover technology as they play with imaginative resources, such as small world activities and steering consoles, which beep horns and flash lights. This gives children suitable opportunities to explore information, communication and technology. Their interest in transport modes are further extended as they make cars and pirate ships with large cardboard boxes, which enhances their imagination.

The knowledgeable childminder recognises children's unique abilities through good observations, which are beautifully presented in development files and highlight children's abilities. The childminder is continually developing her observation systems to ensure children's next steps are clearly identified. This supports children's learning towards the early learning goals ensuring they reach their full potential and develop skills for the future.

Children display a good understanding of safe practices and how to keep themselves safe. This is because the childminder talks to them at their level and helps them understand the consequences of actions, such as why it is dangerous to stand on the slide. They are well nourished with a healthy balance of meals and snacks, which helps them learn about healthy choices. They follow appropriate

hygiene routines, such as washing their hands thoroughly before mealtimes to wash off any germs. Their health and well-being is further promoted because the childminder has good maintenance of accident and medication records. This contributes to the safe and efficient management of the childminding provision.

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	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	2
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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met