

Inspection report for early years provision

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Inspection date	30/09/2009
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 1990. She lives with her husband in the Dukinfield 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 three children at any one time in the early years age range and is currently minding one child part-time and one child full-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 to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A sound understanding of the Early Years Foundation Stage requirements ensures children's care, learning and welfare is adequately promoted. The childminder recognises the uniqueness of each child and endeavours to provide a suitable range of activities appropriate to their individual interests. This is complemented with good partnership with parents ensuring continuity of care for children. Areas for improvement are highlighted as suitable systems are in place to self-evaluate the childminding provision 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:

- ensure a record of risk assessment is in place, which clearly states when it was carried out, by whom, date of review and any action taken to ensure the efficient management of the provision in meeting children's needs (Documentation).
- 14/10/2009

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

- establish links with other settings children attend to ensure that children's needs are met and there is continuity in their learning
- ensure a broad range of toys and resources are accessible to children to enable them to initiate their own play and learning.

The effectiveness of leadership and management of the early years provision

Good procedures are in place to ensure children are safeguarded as the childminder is aware of possible signs and symptoms of abuse. She has recently refreshed her knowledge on safeguarding issues. Consequently, she is fully aware of action to take if concerns arise ensuring children's well-being at all times. Children's safety is further enhanced as the childminder undertakes regular risk assessments on all areas of her home. For example, outdoor toys are checked before children use them and systems are in place to ensure a hazardous plant is not accessible to children. However, this information is not yet recorded. This is a specific legal requirement.

Suitable organisation of the home positively meets children's needs. For example, they have access to their favourite toys and outdoor play opportunities are available at all times. As a result, children move freely between the indoor and outdoor environment, which positively supports their learning and development. Good links with parents enables children's needs to be met effectively. For example, the childminder speaks to parents about their child's starting points and gives regular updates on their progress. This enables parents to be kept up-to-date and well informed. As a result of this successful partnership parents are extremely complimentary on the care their child receives. However, partnerships are not yet forged with other settings children attend. As a result, children do not fully benefit from continuity in their learning.

Recommendations made at the previous inspection are addressed promptly, enhancing children's health, safety and well-being. In addition to this, suitable systems are in place for self-evaluation as the childminder adequately identifies her strengths and weaknesses. She is committed to enhance the quality of her provision by seeking new experiences for children to develop their social skills and she intends to access additional training to improve her practice. This promotes positive outcomes for children.

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

Emotional relationships are formed with the childminder enabling children to feel happy and settled. For example, they snuggle on the childminder's knee as she plays with them and they have good self-esteem as they receive lots of kind words and praise. The childminder has suitable systems in place for planning activities which take into account children's interests. For example, they enjoy drawing pictures of aeroplanes and have great fun exploring construction materials as they build big towers with their favourite bricks, and they squeal with delight as they knock them down. Children develop their creativity and are totally absorbed as they make pictures and collage using a good selection of materials. Their creativity is further enhanced as they engage in imaginative play using a suitable selection of props, such as dolls and office stationery.

Children are supported in their understanding of numeracy as the childminder uses number names through play. For example, together they count how many bricks they have and children confidently recite number names on the clock face. They begin to understand variations in size as they complete shape sorters and they have some opportunities to explore the characteristics of objects, for example, as they roll the friction cars across the floor. This helps children gain a good awareness of shape, space and measure. Children are extremely confident in language as they chat about their play and competently sound out the letters of their name. This positively supports children in developing skills for the future.

The childminder is attentive to children and endeavours to support their learning by planning activities which follow their interests. However, children have limited opportunities to initiate their own play as toys and resources are not easily accessible. Children benefit from lots of fresh air as they play in the back garden which is accessible to them at all times. This enables them to refine their physical skills as they push wheeled toys and play energetically. Their health is further enhanced as children are provided with healthy snacks, such as seasonal fruits and a good balance of home-made meals. This contributes to a healthy lifestyle. They develop independence with their personal care as they wash their hands at appropriate times and tissues are accessible at all times.

Children's welfare is promoted well because the childminder demonstrates a commitment to keeping children safe through discussion and good practice. For example, children practise the fire drill and understand boundaries, such as why they cannot run indoors. This helps children take responsibility for keeping themselves and others safe. Children's awareness of others is positively enhanced through the provision of some toys and resources which reflect diversity. This is complemented with meaningful discussions with the childminder to help children understand differences in our society.

The childminder has suitable maintenance of records, policies and procedures, which positively supports children's care, safety and well-being.

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	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	2
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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