

Inspection report for early years provision

Unique reference number	EY344859
Inspection date	04/01/2010
Inspector	Susan Lyon
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 2006. She lives with her daughter in Rochdale. The childminder is registered to care for five children under eight years at any one time, no more than two of which may be in the early years age range. The rooms and areas of the house used for childminding are the lounge, kitchen, upstairs bathroom and back garden. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder provides an out of school service from local primary schools. There is a dog, two snails, one tortoise and a hamster in the household. There is currently one child on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and eager to play. The childminder has a good understanding of the Early Years Foundation Stage framework. She helps children to learn through providing appropriate activities covering all areas of learning. Observation and assessment arrangements help children make some progress, although these are not yet fully developed. Children's safety and welfare is generally promoted and most documentation is in place. All children are included and their individual needs met. The childminder demonstrates sufficient capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- maintain a record in risk assessments of aspects of the environment that have been checked and when and by whom they have been checked (Suitable premises, environment & equipment)(also applies to the compulsory and voluntary parts of the Childcare Register).
- 11/01/2010

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

- use information from observations to identify and plan the next steps in children's learning in order to help them progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is generally promoted through the childminder risk assessing the premises and outings and providing suitable safety measures to keep children safe. However, no record of risk assessments are maintained to identify potential risks so that hazards to children are kept to a minimum. This is a breach of a statutory requirement. An emergency escape plan is devised and practised with children contributing to their safety whilst on the premises. Children are protected through the childminder's satisfactory understanding of her role in child protection and her awareness of the vetting of household members.

The childminder evaluates her practice to bring about improvements. For example, she has recently moved the safety gate from the lounge to the stairs to provide more freedom of movement for children, she has introduced visits to the library so children can choose books and enjoy story sacks and she has provided sensory equipment. These improvements enhance the care, safety and enjoyment of children attending the setting. The childminder remains enthusiastic and motivated through loving the 'kids and enjoying childminding'. Feedback is sought from parents as the childminder asks them if they are happy with the care. Furthermore, the childminder attends on-going training to increase her knowledge and skills, such as child protection, first aid and oral health.

A parental involvement policy is in place and clearly states, 'first educators of their children are the parents'. Parents are welcomed into the setting and are at ease talking to the childminder. She works closely with parents through sharing daily diaries regarding how children have been and involving parents in children's learning and development through daily chats and the sharing of observations. New parents receive appropriate information, such as a good range of policies and the registration certificate is clearly displayed. Relevant information recognising the uniqueness of each child is obtained from parents, such as likes, fears, comfort items, special words, language spoken at home and culture. Children's individual needs are discussed with parents and recorded on child record forms including health and dietary needs.

Children develop awareness and respect for differences and equality through appropriate discussions with the childminder. Diversity is valued through the childminder using some sign language with children and discussing festivals from other cultures, such as Ramadan and Chinese New Year. All children are included in activities through the childminder changing or adapting the way play is provided to suit all levels of ability. The childminder has established some links with local Sure Start centres delivering the Early Years Foundation Stage framework, providing opportunities for children to socialise by attending toddler groups and accessing different toys and activities enabling progression and continuity of learning. Children benefit from the childminder's understanding of the importance of working with other agencies by sharing information in order to help children achieve and progress.

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

The childminder helps children to learn by providing appropriate activities covering all areas of learning. She has a good understanding of the Early Years Foundation Stage framework and spends time talking to children and giving them praise and encouragement. Babies communicate in a variety of ways and enjoy making sounds with their voices. They respond to simple instructions and begin to make marks as they draw lines with chalk. Children show interest in the world and are curious about the environment. For example, when out walking they look at trees and leaves, they watch the squirrels and make patterns in the snow. Children show interest in toys incorporating technology as they press buttons to operate sound and musical toys. Children seek to do things for themselves and enjoy the company of others. They develop an awareness of number names as they look at books together and the childminder says, 'one, two, three'. Children use their increasing mobility to frequently connect with toys, objects and people. They engage in activities requiring hand and eye coordination, such as using rollers and cutters with the play dough. Children create three dimensional structures using junk boxes and enjoy singing favourite songs. They notice what adults do and imitate what is observed, such as sweeping the floor with a brush. Children freely explore the environment as they easily access play resources, and at times benefit from adult-led activities, such as singing and stories. Babies and young children develop their senses through exploring a good range of different textures, wooden and metal objects, and fir cones. Observation and assessment arrangements help children make some progress, although the information is not always used to identify and plan the next steps in their learning hindering their achievement of the early learning goals.

The childminder helps children to learn how to keep themselves safe through appropriate discussions regarding road safety and stranger danger. Children show they feel safe as they move around freely and confidently. Relevant discussions teach children about making healthy choices at meal times and children benefit from fresh air and exercise as they sometimes walk to and from school. An exclusion policy in place, hand towels used once and laundered and satisfactory nappy changing routines help prevent the spread of infection. Appropriate action is taken when children are ill and children are reminded to wash their hands after toileting. The childminder treats children with kindness and consideration, and as a result, children are happy, settled and eager to play. A satisfactory range of play resources help children become aware of the wider world and value diversity, such as books showing different cultures. Children are actively involved in making choices as the childminder asks them which fruit they would like at snack time. Children are valued as they are gradually admitted to the setting through visits with parents to help them become familiar with the surroundings. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.

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	3

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	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 early section of the report (Suitability and Safety of premises and Equipment) 11/01/2010

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 (Suitability and Safety of premises and Equipment) 11/01/2010