

Inspection report for early years provision

Unique reference number	EY398021
Inspection date	19/04/2010
Inspector	Susan Lyon

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2009. She lives with her three children in Tameside. The childminder is registered to care for four children under eight years at any one time, of whom, no more than three may be in the early years age range. The rooms and areas of the house used for childminding are the lounge, kitchen, ground floor toilet, front bedroom and back garden. The provision is registered on the Early Years Register and on both parts of the Childcare Register. There is a pet dog in the household. The childminder provides an out of school service from local primary schools. There are currently three children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and settled. The childminder helps children to learn through spending time talking to them. She has a satisfactory understanding of the Early Years Foundation Stage framework and observation and assessment arrangements are sometimes carried out. The children's safety and welfare is generally promoted and all required documentation is in place. All the children are included and their individual needs met. The childminder demonstrates some capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- ensure fresh drinking water is available at all times in order to keep children healthy and hydrated
- ensure observations are carried out on a regular basis in order to help children progress towards their early learning goals.

The effectiveness of leadership and management of the early years provision

The children's safety and welfare is generally promoted through written risk assessments of the premises and outings. Suitable measures are in place to create a safe and secure environment, and children are kept safe on outings due to using wrist straps and holding onto the buggy. An emergency escape plan is in place and practised regularly with children contributing to their safety whilst on the premises. Space and resources are organised to allow children to move around freely and safely. All required documentation is in place to ensure the safe management of the provision. For example, a lost child policy is in place, the daily register is maintained and the childminder has a valid first aid certificate. The 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 reflects on her practice to bring about improvements. For example,

she evaluates the success of activities to ensure the children enjoy and achieve and has recently increased play resources to include toys promoting anti-discriminatory practice, thus increasing the children's awareness of the wider world. The childminder remains enthusiastic and motivated from enjoying seeing the children grow and develop. Feedback is sought from parents as the childminder asks them if they are happy with the care. Furthermore, the childminder attends ongoing training to increase her knowledge and skills, such as safeguarding and food hygiene.

A working in partnership policy is in place and clearly states 'it is essential that parents and myself share information.' The children benefit from the childminder working closely with parents. For example, potty training is discussed with parents and methods agreed in order to ensure consistency and continuity of care for the child. Daily chats and written comments in the day book keep parents informed of how their child is doing. Parents are involved in their child's learning through the sharing of observations at any time. New parents receive appropriate information, such as a range of policies and menu plans. The children's individual needs are discussed with parents and adequate information is obtained regarding the uniqueness of each child, such as, likes, special dietary requirements and any other name the child is known by.

The childminder talks to children about people who are different from themselves to promote respect and understanding. Diversity is valued through the recognition of festivals from different cultures, such as, making dragons for Chinese New Year and making cards for Divali. 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 good links with local playgroups and other childminders delivering the Early Years Foundation Stage framework through sharing ideas and activities in order to ensure progression and continuity of learning. The children benefit from the childminder understanding the importance of sharing information and working closely with other agencies to help them progress and achieve.

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

The childminder helps children to learn by spending time talking to them. She has a satisfactory understanding of the Early Years Foundation Stage framework and provides an adequate range of activities where children enjoy choosing their favourite toys. The children freely explore the environment and easily access play resources. At times, they benefit from adult-led activities, such as singing and looking at books together. The children develop language well as they use simple statements, such as 'that's a monkey' and 'we've got little puppets.' The children respond to simple instructions, such as 'let's sit down for a drink.' The children enjoy being outdoors and show curiosity as they look for mini-beasts in the garden and go for walks to collect leaves. Children show interest in toys incorporating technology as they press buttons to operate sound toys. The children begin to learn that some things are shared as the childminder talks to them about playing together and taking turns. They seek to do things for themselves as they eagerly

take off their coats and shoes. The children have some understanding of numerical language as they say counting words during play.

They begin to understand variations in size as they say 'I want a big cup.' The children move in a variety of ways, as they climb steps to the slide, run, kick balls and crawl through tunnels. The children find out about the world through exploring themes, such as 'Spring' and 'Under the Sea' as they create collages and paintings. Simple observations are recorded of what children can do and the next steps identified, although the infrequency of observations hinders their progress towards the early learning goals. The childminder helps children to learn how to keep themselves safe through appropriate discussions. Children show they feel safe as they move around freely and safely. The children sometimes benefit from fresh air and exercise as they play in the garden or go for walks. An exclusion policy is in place and satisfactory nappy changing routines help prevent the spread of infection. Appropriate action is taken when children are ill and children understand the importance of hand washing as the childminder says 'its to get rid of germs.'

The children are given drinks and healthy food at meal and snack times, such as fruit and carrot sticks, although water is not available at all times to keep their bodies healthy and hydrated. The childminder treats children with kindness and consideration, and as a result children are eager to play and join in activities. The children feel a sense of belonging as their art work is displayed on the wall, and the childminder provides opportunity for children to explore and talk about their feelings using pictures and posters. A satisfactory range of play resources help children become aware of the wider world, such as, ethnically diverse dolls, play figures and books showing disability and different cultures. The children are actively involved in making choices and decisions as they are asked what they want to eat and do. The children are valued as they are gradually admitted to the setting through visits with parents to help them become familiar with the childminder and 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	3
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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