

Inspection report for early years provision

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Inspection date	08/07/2010
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her partner and two children in Manchester. The childminder is registered to care for five children under eight years old at any one time, no more than two of whom may be in the early years age range. The rooms and areas of the house used for childminding are the lounge, dining room, 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 pet cat in the household. The childminder has a childcare qualification. There is currently one child on roll in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are very happy and settled. The childminder has a good understanding of the Early Years Foundation Stage framework. Effective observation and assessment arrangements helps children to make steady progress in their learning and development. The children's safety and welfare is generally promoted. Most required documentation is in place. All children are included, although resources reflecting the wider world are limited. The childminder demonstrates a satisfactory 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:

- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register). 10/07/2010

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

- increase resources reflecting culture, disability and gender in order to help children become aware of the wider world.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is generally promoted through daily checks and detailed written risk assessments carried out to the premises and outings, where action taken is recorded and dated. Suitable safety measures are in place to create

a safe and secure environment, such as safety gates and socket covers. Appropriate measures keep children safe on outings and space and resources are organised well to allow children to move around freely and safely. An emergency escape plan is in place and practised regularly with children, contributing to their safety while on the premises. Most documentation is in place to ensure the safe and efficient management of the provision. For example, the childminder has a valid first aid certificate, a daily register is maintained and up to date public liability insurance is in place. However, consent for emergency medical treatment is not obtained, impacting on the individual care of children. This is a breach of regulations. Children are protected through the childminder's good understanding of her role in child protection and her awareness of the vetting of household members.

The childminder evaluates her practices and activities to bring about improvements. For example, she has recently added pots and pans to the heuristic play, she has equipped the play house with dolls and play food, she has made cards and pictures of fruit to promote healthy eating and has joined the toy library to increase her toys and resources. She remains enthusiastic and motivated through seeing that the children are happy. Feedback is sought from parents by the childminder asking parents if they are happy with the care. Furthermore, the childminder attends ongoing training to increase her knowledge and skills, such as safeguarding and child development. A parental involvement policy is in place and clearly states, 'I will be asking parents to work with myself in the involvement of the care of their child'. For example, parents are consulted and discussions take place when supporting children to learn to walk or feed themselves, to ensure consistency of care for the child. Daily written and verbal information keeps parents informed of how their child is doing and parents are involved in children's learning and development through the sharing of observations at any time. New parents receive satisfactory information, such as a range of policies and sample menus. Relevant information recognising the uniqueness of each child is obtained from parents, such as likes, dislikes, fears, culture and religion. Children's individual needs are discussed with parents and recorded on child record forms, including allergies and dietary requirements.

The childminder talks to children about differences in order to promote respect and understanding. Diversity is valued through the recognition of some festivals from different cultures, such as making lanterns and food tasting for 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. Although, resources reflecting culture, disability and gender are limited, hindering their awareness of the wider world. The childminder has established some links with other childminders and local playgroups delivering the Early Years Foundation Stage framework, as she copies and adapts activities in order to ensure progression and continuity of care and learning. The childminder understands the importance of working with other agencies through sharing observations and information 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 talking to them and skilfully asking them questions, such as 'what sound does it make?'. She has a good understanding of the Early Years Foundation Stage framework and provides a child-centred and welcoming environment, covering all areas of learning, such as mark making, construction, books and role play. The childminder finds out what the child can do on entry to the setting and effective observation and assessment arrangements helps children to make steady progress towards the early learning goals. For example, young children respond well to simple instructions, such as 'lets sit down and sing' and often use single-word utterances, such as cat and more. Children show an interest in toys incorporating technology, as they press buttons to operate sound and musical toys. They love to be outdoors and show an interest in the world, as they look for ladybirds in the garden, collect leaves and point to flowers and trees. Children eagerly seek to do things for themselves and show pride in their achievements, as they successfully carry in the plates for snack. Children develop an understanding of one and two, as they count the building bricks and pieces of fruit at snack time.

They move in a range of ways and engage well in activities requiring hand and eye coordination, such as painting with brushes. Children use their imagination in role play, as they make dinner with play food and put the dolls in the high chair. Children freely explore the environment, as they easily access play resources and at times benefit from adult-led activities, such as sand play and play dough. Babies and young children develop their senses through exploring a good range of objects, textures and materials. The childminder helps children to learn how to keep themselves safe through appropriate discussions and children show they feel safe, as they move around freely and safely. Children benefit greatly from fresh air and exercise everyday, as they walk to school, play in the garden whenever they choose and go for local walks. Appropriate action is taken when children are ill. Individual hand towels and thorough nappy changing routines help to prevent the spread of infection.

Children understand the importance of hand washing, as the childminder explains 'we need to wash our hands before we have snack'. Children make healthy choices at snack time and drinks are freely available, keeping their bodies healthy and hydrated. The childminder treats children with great kindness and consideration, and as a result children are eager to play and join in activities. They are active and independent learners, as they freely choose resources and help to tidy up. Children feel a sense of belonging, as they are cared for in a homely environment and enjoy positive relationships with the childminder. Children are valued, as they are allowed to settle into the setting gradually at their own pace through visits with parents. 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	2
The extent to which children achieve and enjoy their learning	2
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	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:

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 years section of the report 10/07/2010

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 10/07/2010