

Inspection report for early years provision

Unique reference number	EY404306
Inspection date	03/06/2010
Inspector	Krystina Chitryn

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 2009. She lives with her husband who is her assistant and two children aged 13 months and two and a half years in the Salford area of Greater Manchester. The whole of the ground floor and the middle bedroom on the first floor are used for childminding purposes. There is a back yard for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is able to provide care for a maximum of seven children under eight years of age when working with an assistant. There is currently one child on roll in the early years age range. The childminder is a member of the National Childminding Association

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and settled as the childminder develops positive relationships with the children. They make good progress in their learning and development as the childminder recognises their individual needs and generally plans to meet these. The childminder has developed strong relationships with parents and shares information each day and provides sound documentation. The childminder generally reflects on her service and demonstrates a steady capacity for continuous improvement. This ensures continuity of care for the children.

What steps need to be taken to improve provision further?

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

- extend the planning and assessment systems to provide a structured overview of children's achievements
- undertake a self-evaluation and involve parents and children in the process
- develop planning to include outdoor activities on a daily basis.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the Local Safeguarding Children Board procedures and would respond appropriately should child protection concerns arise. She ensures that all those with regular contact with the children are vetted. She informs parents of her responsibility to protect children and supervises the children at all times, ensuring the resources and environment are safe and suitable. Children regularly practise the emergency evacuation procedure, which ensures their understanding of what to do in the event of a fire, and these are recorded. The children learn about how to keep safe within the home and on visits. The childminder has an up-to-date first aid certificate and maintains the

required records which enable her to deal with accidents and illness appropriately. Annual risk assessments are in place and the childminder undertakes a daily risk assessment to ensure the children's safety, for example, she provides socket covers to protect the children.

A good range of suitable age appropriate equipment is available so children are able to make choices in their play and learning. Children are able to play safely and in comfort as toys are stored in boxes on the floor to ensure they can access toys and equipment. Children have some opportunities to visit the local park, groups and the local library; however, these are not planned for on a daily basis. This does not ensure that the children have fresh air and exercise daily.

The childminder has developed positive relationships with parents and shares verbal information on a daily basis and through the use of the children's records. She keeps documentation, such as policies and procedures, in a well-ordered file which enables good communication with parents. The childminder recognises the need to establish links with other providers who care for children in the Early Years Foundation Stage. She does not plan activities for outdoors or provide outdoor equipment to allow younger children to play safely and rigorously. The childminder has a good understanding of children's individual needs and ensures they are challenged appropriately. The childminder has a general understanding of the issues surrounding equality and diversity and provides some toys and equipment to reflect this. This ensures the children learn about their own and other cultures. The children do not undertake activities such as growing and planting, which does not provide them with information about the world around them and supporting the planet.

The childminder has begun to undertake self-evaluation and this enables her to reflect sufficiently on her practice, however, she does not include parents' or children's views. Through discussion the childminder was able to identify her strengths and areas for development. She recognises the need to develop her provision by seeking further training courses.

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

The children are challenged in their learning and development as the childminder helps them to develop their language skills by repeating words and listening to the children. This enables them to become confident communicators. Children are given the opportunity to develop their physical skills as they have space to practise crawling and are provided with a broad range of stimulating activities which keeps them interested. The children sit at the piano with the childminder and she plays a tape so they learn about the rhythm of the music and wiggle excitedly. The children enthusiastically place a shape into the shape sorter and are praised by the childminder, which gives the children confidence to explore and problem solve. Children are learning about simple technology and how to activate battery operated equipment. The children point and indicate they want the doll and the childminder provides it enabling the children's communication to be recognised and encouraged, which ensures they feel valued. The childminder reinforces personal

hygiene routines and washes the children's hands before food is provided. Children learn about acceptable behaviour and caring for others which helps them develop skills for the future and gain an understanding of the world in which they live. They are provided with the opportunity to meet others when they attend the local groups and the library and learn about differences and similarities.

The childminder demonstrates a clear knowledge of the children's capabilities and has the capacity to build on their interests. This ensures the children make steady progress towards the early learning goals and their individual learning needs are met. The childminder has a sound knowledge of the Early Years Foundation Stage and the six areas of learning and provides a record of achievement for the children. She shares these with the parents. However, she has not developed a system to provide an overview which would allow her to identify any areas for development for individual children, her practice or planned for outdoor activities. Photographs record children's activities and there is sound planning for their next steps in the early learning goals. Children feel secure in the setting as they have a warm relationship with the childminder who makes them welcome in her home, displaying photographs of them to ensure they feel valued.

The childminder has established good relationships with the parents and liaises closely in order to meet children's individual needs. They state they are very happy with the care their children receive. They have information about the policies and procedures and their children's progress. Healthy lifestyles are generally promoted. The parents provide their child's food and the childminder discusses providing a healthy, nutritious diet. Children are able to access drinks at all times and are regularly offered a drink which ensures they remain hydrated.

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	2
The effectiveness of safeguarding	2
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

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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	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

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