

Inspection report for early years provision

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Inspection date	14/12/2010
Inspector	Christine Myerscough
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 2010. She lives with her three daughters, two of whom are adults and her other daughter is aged 12 years old. They live in a house in Salford. The whole of the ground floor of the childminder's house is used for childminding. Children also have access to three bedrooms and bathroom facilities, which are upstairs. There are two fully enclosed garden areas for outside play.

The childminder is registered by Ofsted to care for a maximum of four children under eight years at any one time, under the Early Years Register and compulsory part of the Childcare Register. She has two children on roll aged from 10 months to 10 years old. She is also registered on the voluntary part of the Childcare Register. The childminder minds with one of her daughters, who is also a registered childminder. When working together, they may care for a maximum of four children. Currently they are caring for a total of four children between them. Both childminders have equal responsibility for the childminding practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder and her co-childminder provide a happy environment, where children develop a positive disposition to learning because a range of activities capture their enthusiasm. Each child is treated with warmth and friendliness to help them feel valued and included. Overall, children's welfare needs are satisfactorily provided for. However, some legal requirements of the Early Years Foundation Stage are not being met. The childminder builds successful relationships with parents, which effectively promotes consistency of care for children. She is committed to the continual improvement of her practice and is aware that her system for self-evaluation requires development. Areas for further improvement centre on increasing resources and ensuring records are available and in order.

What steps need to be taken to improve provision further?

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

- ensure steps are taken to promote the welfare of children by requesting written permission from all parents to seek emergency medical advice or treatment (Safeguarding and promoting children's welfare) 28/12/2010
- ensure all records, which includes the record of risk assessment, are easily accessible and available for inspection by Ofsted (Documentation). 28/12/2010

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

- increase the amount of books to read and share stories with babies
- develop systems for self-evaluation to identify strengths and areas for development to promote continual improvement.

The effectiveness of leadership and management of the early years provision

The childminder and her co-childminder work closely together. They are clear about their roles and responsibilities and support each other to promote a safe and efficient service. Children settle in well because an effective key person system is in place. Children's safety is promoted as all adults working and living on the premises are vetted through Ofsted to ensure their suitability. Their well-being is safeguarded as the childminder has a secure understanding of her responsibility to liaise with appropriate agencies if child protection concerns arise. In the main, the co-childminder takes the lead role for record keeping, although the childminder has a satisfactory understanding of most of the requirements for keeping documentation. However, written permission to seek emergency medical advice or treatment is not in place with all parents. Children are cared for in safe and secure surroundings. Through discussion, the childminder demonstrates how her co-childminder undertakes and maintains a record of risk assessment to prevent hazards. However, the record of risk assessment is not available for inspection. These omissions are breaches in welfare requirements and compromise children's health and safety.

The childminder deploys herself well to ensure children are supervised at all times. Children play in comfort and have suitable equipment to meet their needs, which enables them to feel included. In the main, there is a sufficient amount of toys to stimulate children's curiosity. However, there is a limited amount of books to share with babies. The childminder demonstrates a positive commitment towards the continual improvement of her service. She has identified her training needs in order to develop her knowledge and skills. Guidance is sought from another childminder to keep her up-to-date with current issues in childcare. The childminder is beginning to identify some of her strengths and areas for improvement by self-evaluating her practice. However, systems for self-evaluation are not yet robust to clearly identify areas for further development and to identify gaps in her provision.

The childminder forms a highly effective working partnership with parents through her warm and open approach. Parent's views about the service are actively sought and they value the childminder's caring and thoughtful manner in meeting their children's specific needs. Parent's wishes for the care of their children, such as mealtime arrangements and ensuring children have their comforter when needed, are rigorously adhered to. The childminder ensures there is an effective two-way flow of information and a daily care report sheet keeps parents very well informed about their child's welfare and learning. The children currently cared for do not attend any other settings delivering the Early Years Foundation Stage. However, the childminder has an appropriate awareness of the importance of liaising with

other providers who are involved in children's learning to ensure the progression and continuity of care and education.

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

Children look forward to attending and enjoy a warm relationship with the childminder, which promotes their emotional well-being. They feel at ease as the childminder cuddles them often and offers plenty of reassurance. The childminder interacts well with children and engages in playful interactions with babies to support their learning. She knows the children well by undertaking regular observations of their learning and through assessing their progress. Equality of opportunity is suitably promoted as activities are adapted to enable all children to take part. Planning of activities is carefully based on each child's interests and learning needs, which enables them to make good progress in their development.

Children take an interest in everything around them and become active and inquisitive learners. A calm and positive atmosphere enables children to express their emotions and respond to their experiences. The childminder organises the day well to ensure she has uninterrupted time to play with babies and be attentive and fully focused to meet their needs. She effectively promotes children's language and understanding, through good quality interactions. As a result, babies become sociable and confidently communicate through a range of gestures, facial expressions and babbles. The childminder is in tune to the different messages babies are trying to convey and responds well to their communications, for example, when they are tired or hungry. Familiar routines help children to feel secure and to gain an understanding of what is happening next. Babies show an interest in the different shapes, weights and sizes of objects and explore them in their mouth.

Babies become curious, as they use their senses to explore different textured materials, such as straw balls, sand and water. They become excited and concentrate well as they play with some programmable resources, such as wind up musical toys with moving pictures. Fascination is shown as they enjoy listening to different sounds. Regular visits to the park provide plenty of fresh air to promote children's health. Children develop confidence in their physical skills and gain good control over their bodies. The childminder actively supports and encourages young children's drive to stand by holding onto them. Babies confidently practise new skills, as they repeatedly and ably throw a stacking cup. They enjoy rolling from their back to their tummy and the childminder carefully organises toys to enable them to reach out. Babies laugh and giggle as they enthusiastically bang a rattle on the tray of their highchair. The childminder praises them for their efforts, which helps them to develop a positive self-esteem.

The childminder prepares a balanced diet for children to promote their growth and development. She keeps her home clean and there are clear nappy changing procedures in place to minimise the risk of cross infection to children. Children become familiar with hygiene practices as part of their daily routines. The childminder helps children to understand about how to keep safe. For example,

children take part in monthly evacuation drills and gain awareness about how to avoid potential dangers.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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:	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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