

Inspection report for early years provision

Unique reference number	500344
Inspection date	07/02/2011
Inspector	Sue Birkenhead
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 1994. She lives with her partner and two adult children. The family live in the Sharston area of Manchester, close to local facilities, schools and transport links. The whole of the ground floor is used for childminding purposes. Family pets include two dogs.

This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years at any one time, three of whom may be in the early years age group. She is currently minding three children, two of whom are within the early years age group, on a full or part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides an appropriate welcoming and inclusive environment where children are happy and secure. She promotes many aspects of the welfare, learning and development requirements with success to support the children's care and learning. Consequently children suitably progress towards the early learning goals. However, there is a breach in the requirements which relates to the administration of medication. Positive relationships develop with parents to ensure a consistent approach to meeting children's individual needs. The childminder has a clear understanding of the need to establish links with other settings children may attend in the future. The childminder is very committed to the continuous development of her service and skills; however the procedure for self evaluation is in its infancy.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medicine is given (Safeguarding and promoting children's welfare). 21/02/2011

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

- improve the systems for monitoring children's developmental progress by linking observations and planning to children's next steps and the areas of learning
- extend the provision of play and learning experiences across all six areas of learning based on the children's interests and needs
- develop further formal self-evaluation to assess what the setting offers as

- well as an evaluation of the areas for future improvement
- extend the information shared with parents to obtain development starting points on entry to setting.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a strong commitment to protecting children in her care. She attends relevant safeguarding training and is therefore clear about the signs of abuse and the procedures for reporting concerns. The guest book clearly monitors visitors to the setting and the detailed risk assessments of her home and outings ensure risks to children are minimised. Documentation to promote children's welfare and safety is generally well organised. However, the childminder has overlooked obtaining written parental permission for specific prescribed medication administered, which is a breach of requirements. The childminder's commitment to the continuous development of her professional knowledge, skills and practice is clear to see. She has attended numerous short courses and has gained a professional qualification in early years. As a result, better outcomes are promoted. She recognises aspects of her service that she wishes to develop further, including the development of her procedures for self-evaluation which are currently in the early stages.

Since the last inspection, the recommendations raised have been addressed and are, therefore, contributing to the development of her practice. As a result, children learn about safe evacuation, accessibility to resources has improved and a system for recording complaints is in place. Positive systems for sharing information with parents include the completion of the daily diary which provides an effective two-way communication system regarding the children's well-being. The sharing of the written policies makes parents aware of the childminder's practices and the questionnaires they complete contribute to self-evaluation. Parents have access to the observation and assessment records to involve them in their child's continuous learning. However, information regarding their developmental starting points on entry to the setting are not in place to provide a baseline from which to monitor children's progress.

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

Children are happy and secure within the childminder's care due to the warm and caring approach she fosters. They are happy to leave her side to explore their environment and turn to her for comfort in response to something they don't like, indicating how safe they feel. Through the suitable deployment of play materials, children begin to make decisions about their play and develop independence. They select items that interest them from the play materials, which are rotated regularly, and the childminder appropriately interacts to support their learning and fun. The flexible approach to the long-term planning promotes a suitable balance of adult-led and child-initiated opportunities. Children's individual files contain spontaneous observations, supported by some photographic evidence and a three

monthly summary of their progress. However, planning and observations are not linked to individual children's interests and needs. No reference is made to the areas of learning or their next steps to ensure aspects are covered in sufficient depth over a period of time to assist in monitoring children's progress more clearly.

The suitable learning opportunities appropriately support the development of children's future skills. They begin to develop their self-help skills as they feed themselves at lunchtime. They show open affection to one another as they spontaneously share a cuddle, supporting the development of positive relationships. Through books being easily accessible, young children show interest and share the content with the childminder. They copy the childminder's actions and point to pictures, responding with excitement through babbling and gestures to familiar images. This supports the development of children's early language and literacy skills. Children increase their problem-solving skills from a young age. They remove items from containers and begin to work out how they go back when playing with the new story cards and visual aids. Children have some opportunities to explore their creativity, which include the use of musical instruments, singing, dance and their attempts to make marks on paper. Children have little opportunity to explore paint and messy play activities from a young age to further explore texture and creativity. Daily walks to and from school increase children's awareness of the wider world and enable them to have access to fresh air daily. They learn about people's differences through the resources which promote positive images of diversity and celebrate some festivals during the year. The provision of resources enables children to extend their understanding of basic technology, for example, the digital camera and the metal detector. However, these are used with older children in the main and young children explore interactive toys. Children from a young age explore the properties of metal and wood, making more natural materials accessible to them.

Children's understanding of staying safe is extended as they practise regular emergency evacuations and discuss road safety and stranger danger. Children benefit from the suitable healthy diet which contains children's favourites in moderation. They have access to flavoured drinking water as they play to ensure they remain hydrated. Children develop a suitable understanding of health and hygiene within the routines followed. For example, they are happy to hold out their hands to be cleaned with wipes before lunch. Children's behaviour is managed appropriately. Their achievements are acknowledged through praise and they behave well. Consequently, young children learn to play cooperatively.

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	2

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	2
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	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:	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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