

Inspection report for early years provision

Unique reference number	EY356948
Inspection date	09/02/2011
Inspector	Dianne Andrews
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 2007. She lives with her husband, three children and her mother in the Withington area of Manchester. Children have access to the whole of the ground floor of the childminder's house and the first floor bathroom and toilet. There is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered to care for a maximum of five children under eight years, of these three may be in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for a total of nine children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides an inviting, homely environment and a range of age-appropriate resources and activities to help children make satisfactory progress. Positive relationships are formed with parents to encourage effective communication and to enable her to meet each child's individual care needs. Some of the childminder's systems are not implemented fully and some are in their infancy and do not wholly support the service and promote children's welfare and progress. The childminder shows an appropriate capacity to continuously improve, although formal systems for self-evaluation are not in place.

What steps need to be taken to improve provision further?

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

- obtain information from parents to confirm who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 24/02/2011

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

- ensure observation across the six areas of learning supports continuous assessment to form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- develop a culture of reflective practice and self-evaluation to identify strengths and priorities for improvement
- review the risk assessment to ensure that it covers anything with which a child may come into contact
- use a system to record the names of visitors, the purpose of their visit and their times of arrival and departure.

The effectiveness of leadership and management of the early years provision

The childminder effectively manages most procedures to safeguard children. She has a suitable understanding of her legal duties and responsibilities with regards to child protection issues and works with outside agencies to meet individual children's needs. All adults in the home are known to Ofsted to enable appropriate checks to be carried out, although one such check is still in the process of being completed. The identity of visitors to the setting is confirmed, but a record of their visit is not maintained to fully promote children's well-being.

Children learn to play safely because they are well supervised. The childminder talks to them about safety issues, such as the appropriate way to handle toys and equipment. She demonstrates an understanding of risk assessment in order to reduce the likelihood of accidents, and has completed some written records of risk assessments for the premises and for outings. However, the written document does not cover everything with which a child may come into contact to confirm action taken to keep them safe in all areas. Most records are maintained effectively to promote children's well-being and to meet requirements, although information about who has legal contact and parental responsibility for each child has not been obtained.

The childminder has a developing knowledge of the Early Years Foundation Stage and how children develop through the stepping stones towards the early learning goals. She is exploring systems, to establish their starting points and to identify the next steps in their learning to help them make appropriate progress, but these are still in their infancy.

Information is shared with parents through regular verbal dialogue. Children's welfare and learning are appropriately supported by the childminder's operational policies and procedures, which she has developed to guide her practice. These are shared with parents to help them understand the care provided, thus establishing secure working relationships. The childminder recognises the benefits of partnership working with other providers to promote consistency in children's learning. However, systems to support the development of children in the early years age group, but attending full-time school, have not been effectively considered.

The childminder creates a welcoming, child-friendly environment where resources and toys are accessible to children. This enables them to make choices about their play and helps to promote their independence. Through discussion the childminder shows that she values all children as individuals and treats them with equal concern; she ensures individual needs are met within the flexible daily timetable and in line with parents' wishes.

The childminder has a realistic view of her practice, particularly with regards to the implementation of the learning and development requirements of the Early Years Foundation Stage. She has not yet evaluated her service to consider how she can

develop her provision in respect of all aspects of the framework but is keen to access advice and training and has made improvements to her practice since the last inspection.

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

The children are content, relaxed and secure; they develop positive relationships with the childminder, who is attentive and shows that she knows them and their families well. She supports their learning appropriately as she joins in their play and by offering activities that they are interested in. They sit together on the floor to build towers with stacking cups and begin to thread cotton reels onto laces developing early hand-eye coordination skills.

Children initiate their own activities because toys and resources are easily accessible; this promotes their ability to make choices and to develop independence. Toddlers begin to develop their communication skills as they listen and respond to the childminder giving instructions. She models language appropriately as she chats to them about their play, and they start to verbalise and copy words. They are particularly interested in books, choose a favourite and show they know the story well as they cover their faces, realising that the three-dimensional crocodile is on the next page. They develop early problem-solving skills as they complete simple jigsaw puzzles and are introduced to number as the childminder helps them to count as they play. Children play imaginatively with dolls and use pushchairs and a toy wheelchair to take them for a walk around the room, developing a sense of space as they negotiate around furniture and other toys.

Children know the routines of the provision well. They indicate that it is television time and watch a favourite cartoon character as they eat their breakfast. They then, readily, get in their buggy for a rest and are settled through the use of their comforters. Children learn to keep themselves safe as they help to tidy away their toys to keep the play environment free from clutter. The childminder praises their efforts and encourages their good behaviour. They practise regular evacuation drills so that they know how to react in an emergency.

There are suitable measures in place to promote children's good health and well-being. The premises are well maintained and most procedures followed in relation to health and hygiene are appropriate, although toddlers hands are not washed after nappy changing to fully promote their understanding of personal hygiene routines. The childminder encourages them to learn about healthy eating and to try new tastes and textures. Children access drinks regularly throughout the day to ensure they are appropriately hydrated.

Children have suitable opportunities to be active through play, outdoor and social experiences. They attend a wide range of community groups where they make use of equipment, such as, soft play and take part in planned activities, such as those to introduce them to some cultural festivals and special days. They learn to play

together and to socialise, share and to respect others as a consequence they are helped to develop appropriate skills for the future.

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	3

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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