

Inspection report for early years provision

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Inspection date	09/02/2011
Inspector	Lynn Dent
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 1999. She lives with her husband, adult son and daughter aged 12 years in Middleton in Manchester. The whole of the ground floor and the bathroom and a bedroom of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time. She is currently minding six children, of whom five are in the early years age range.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group and takes children to soft play centre and to the park. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are secure and happy because the childminder provides a caring, homely experience and meets their routines. All children benefit because the childminder develops positive working relationships with parents, early years providers and others, promoting consistency for the children in her care. Children are making steady progress in their learning and development because the childminder plans a range of learning experiences and interacts with children to support their play. Early systems are in place to record the progress children are making and the next steps in their learning and development. Most required risk assessments are in place and overall routine hygiene procedures help protect children's health. The childminder has systems in place to self-evaluate her provision and can identify areas for improving her practice.

What steps need to be taken to improve provision further?

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

- improve the procedure for recording risk assessments for all outings; this is with regards to walks to and from school and visits to the soft play and Sure Start centres
- improve hygiene procedures; this is in relation to washing younger children's hands before snacks
- develop further the arrangements for observing and assessing young children to ascertain their achievements and their learning priorities and use this information to inform future planning
- develop systems to further self-evaluate and monitor practice to bring about continuous improvement to ensure that the needs of all the children are met.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder understands the indicators of child abuse and neglect and how to report concerns to the relevant agencies. Children are kept safe in the home and garden because the childminder updates her risk assessments every three months. She also carries out daily checks to ensure that any hazards are removed. Consequently, children play in a safe environment. The childminder has also completed risk assessments for some outings. However, these do not include visits to a soft play area, the local Sure Start centre or for walks to and from school. Consequently, it is unclear what action has been taken to ensure children are kept safe during these times, although the childminder has a generic risk assessment for outings and can explain how she keeps children safe when away from the home.

The home is organised so that children have a quiet place to sleep in accordance with the wishes of parents and can be monitored as they sleep in the lounge or hallway. As the childminder is currently only caring for young children she ensures that developmentally appropriate toys are set out for them to play. These are set out to encourage the children to move around the room and make choices about what to play with. The childminder also plans a range of activities and experiences for all children in her care, enabling them to participate in activities that promote their learning and development. Consequently, they are steadily making progress in all areas. The childminder has made the decision not to use the garden at present as it is flooded during the winter season. This does not prevent the children accessing outdoor activities as the childminder takes them to the park, on walks and visits places of interest on a daily basis. Consequently, they benefit from fresh air and exercise.

The childminder values the importance of working closely with parents. Consequently, good two-way communications ensures that information is shared about the children. Developmental records are available to parents at all times and systems are in place to enable them to add their own comments. Consistency is effectively promoted for children who attend other early years settings and for those who may have special educational needs. This is because the childminder works with staff at the local pre-school and has a clear understanding of working with others for the benefit of all the children.

A range of written policies and procedures are implemented to benefit the children. Appropriate records are maintained regarding accidents, the administration of medication, and the required written consents are obtained from parents. Therefore, children's general wellbeing is promoted. The childminder has made a good start in self-evaluating her provision. As a result, she is identifying areas for improvement and has addressed the recommendation made at the last inspection.

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

Children are settled and feel safe in the childminder's care. They enjoy cuddles and a positive relationship with the childminder who meets their individual routines well. Consequently, younger children sleep when needed. Children are confident to approach the childminder who is effective in developing their social skills through play. For example, she sits with the children to help them develop early friendships as they play and share toys. Children enjoy playing with push button-toys that play music and different sounds or light up. They have access to books with different materials promoting their sensory experiences.

The childminder engages children in activities they enjoy. For example, babies are reaching out and stacking rings on a toy. As they do this the childminder tells them the colours of each one. As the children place these on the pole they smile, gurgle and clap their hands, showing a sense of achievement. Children are learning how to keep themselves safe as they practice road safety on the way to school. Children develop an understanding of the wider world as they celebrate various festivals and family occasions throughout the year. All children receive opportunities to participate in the activities provided ensuring that they feel included and valued.

The childminder understands the Early Years Foundation Stage and is able to make connections between the activities she provides and the six areas of learning, for example, with play dough, mark making activities with chalks and various drawing tools and sensory and creative activities such as painting. The childminder spends time observing the children and is in the early stages of using this information to identify their achievement and their learning priorities and keeping records of these. However, these are not yet sufficient to fully inform future planning. The childminder is aware that the children are at different stages in their learning and development and plans accordingly to meet their individual needs.

The childminder prevents the spread of infections through routine good hygiene. This includes regular cleaning of toys and equipment. The childminder is vigilant in washing her hands before preparing food and after changing nappies or handling the pet dog. Children also wash their hands throughout the day. However, on the day of inspection the childminder omitted to wash the children's hands before eating snack. As a result on this occasion their health was not fully protected. Children receive a nutritious and varied diet such as casseroles, chilli and rice, followed by yoghurt. Snacks consist of toast and fruit. Consequently, they develop healthy eating.

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	2
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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