

Inspection report for early years provision

Unique reference number	316715
Inspection date	08/02/2011
Inspector	Sally Smith
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 1998. She lives with her children aged 11, four and two years in Prestwich, Manchester. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outdoor play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is developing her knowledge and understanding of the Early Years Foundation Stage. Policies and procedures continue to be devised, although not all are in place to consistently support children's welfare, learning and development. The childminder forms sound relationships with parents, sharing information verbally on a daily basis. She has started to evaluate her practice and whilst this is still in its infancy, she is aware of the areas for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that information is obtained about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 10/03/2011

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress and enable parents to contribute effectively to the observation and assessment process
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve
- increase opportunities further to use training made available by the local authority or other sources to enhance and develop skills
- improve the risk assessment so that it covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder is aware of safeguarding procedures and her responsibilities to report any concerns. She knows who to contact should the need arise so that children are protected from harm. Information regarding safeguarding is shared with parents so that they are aware of their own responsibility in this process. A written record of risk assessments is maintained and a visual assessment undertaken daily. However, this does not identify all potential hazards that children come into contact with inside the house and in the garden. For example, a large mirror is not secured to the wall and the garden is currently out of bounds. Despite this, children learn how to keep themselves safe when out walking with the childminder. They are alerted to the potential risks in talking to strangers and road safety is instilled from the moment they walk out of the house. Children have access to a range of resources, furniture and equipment to meet their needs.

The childminder is developing sound relationships with parents and exchanges information at the end of the day. Policies and procedures are shared and they are made aware of how to make a complaint about any aspect of the childminding service should they choose. Most of the necessary consents are obtained, although the childminder has not determined who has legal and parental responsibility for the children in her care. The childminder undertakes some observations of children, although, systems to record these and assess the learning taking place is still being developed.

The childminder is beginning to evaluate her practice and acknowledges that this is proving most useful in being able to reflect on her strengths. However, she recognises that there are ongoing areas for improvement, particularly with regard to delivering the Early Years Foundation Stage effectively. Whilst she identifies training as being a key factor in this process, attending externally run courses is not a current option. However, she is keen to identify any training she can undertake via her computer and establish closer links with local childminders to share information.

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

The childminder is friendly, warm and welcoming and endeavours to form secure and trusting relationships with children. Lots of cuddles and being close to children helps to develop their confidence and reassure them. The childminder holds a young child in her arms and encourages him to greet the inspector as she arrives. He responds with a huge smile. She engages well with children as they play on the floor, getting down to their level and watching closely what they do. She tunes in to the different messages, sounds and signs that young children attempt to convey, whilst repeating new words that young children learn. The childminder plans adult-led activities but observes children in their play to see where their

interests lie. For younger children, this enables her to ensure a suitable range of resources are easily accessible or placed within their reach so that they are engaged in their play. For example, she notes that a child's current focus is on any toys that can be pushed, pulled or that make noises and, therefore, a range of small-world vehicles are placed strategically within reach. The child picks up a road sweeper, pushes it along and listens to the sounds it makes. His attention is caught by a helicopter and he pushes the blades round and round. The childminder says: 'Can you remember what noise it makes? We did this yesterday.' and the child responds by attempting to make a 'whirring' noise.

The childminder is increasing her confidence and skills in delivering the Early Years Foundation Stage learning and development requirements. Activities are planned to ensure all areas of learning are covered, providing a rounded approach to child development. The childminder incorporates areas of learning, such as, communication, language, and literacy and numeracy into most activities. For example, as children go upstairs they count the steps; they stack wooden blocks and count how many they can balance before they all fall down. The childminder engages children in conversation, posing questions and encouraging them to discuss and elaborate on their observations. They talk about colours and shapes and what they see in their environment when out and about. The childminder has begun to record some observations and link these to the six areas of learning. However, she does not yet systematically use the 'Development matters' prompts to assist her in assessing the learning taking place and plan for children's next steps. Although information is shared verbally with parents, the childminder does not glean information from parents regarding their child's learning or enable them to contribute to their child's learning journey.

Children's personal social and emotional development is appropriately fostered and children develop a respect for other people and possessions. They are encouraged to be courteous and polite. Carefully monitored children's television programmes explore morals and raise children's awareness of being kind and considerate towards each other. Equality and diversity is promoted through explanations and occasional activities, beginning to raise children's awareness and encourage their sensitivity towards others. They have access to books and resources that positively reflect cultural differences and disability. Children engage in a range of physical activity. They walk everywhere and in all weathers enabling them to get plenty of fresh air.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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