

## Inspection report for early years provision

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<b>Unique reference number</b>	500500
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	Diane Turner

<b>Type of setting</b>	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 has been registered since 1993. She lives with her husband in a terraced house in the Levenshulme area of Manchester. All of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities situated on the first floor. There is an enclosed yard to the rear of the premises for outdoor play. The family keep two dogs, two cats and a rabbit as pets.

The childminder is a member of the National Childminding Association and is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for six children under eight years at any one time, three of whom may be within the early years age group. The childminder is also registered on the voluntary part of the Childcare Register. There are currently four children on roll, two of whom are within the early years age group. Their attendance is a mix of full and part time places.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and caring environment where they settle well and are welcomed as part of the family. They are offered a range of age appropriate activities that effectively support their learning, including opportunities to explore their local environment. Systems are in place to monitor the children's progress; however, these are not fully developed. Positive relationships are fostered with the parents ensuring information is communicated effectively in most instances. Some attention is given to evaluating the service but this is not always effective in ensuring priorities for development are accurately targeted.

## What steps need to be taken to improve provision further?

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

- ensure information is obtained regarding who has legal contact with each child; and who has parental responsibility for them (Safeguarding and promoting children's welfare). 23/02/2011

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

- develop further the system for reviewing the service, for example, using the Ofsted self-evaluation form and quality improvement processes
- develop further the system for monitoring and assessing children's progress in their learning and development.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a satisfactory understanding of her responsibilities in regard to safeguarding children. For example, she is able to recognise the possible signs of abuse and neglect and the procedure for referring any concerns is displayed for her reference. The childminder organises her home effectively and ensures she minimises any risks to the children's safety. For example, by using equipment, such as, safety gates and a fireguard and ensuring that veterinary checks are up to date for her pets. The children are offered a wide range of toys and resources and they have opportunities to make independent choices from those on offer. For example, the younger ones choose items from the playroom and bring these into the lounge to play with them.

Most of the information the childminder is required to keep about the children is recorded on their registration form. However, the childminder has not established who has parental responsibility for some of the children. This is a breach of the welfare requirements. The childminder shows some commitment to improving her service. For example, she has addressed the recommendations raised at her last inspection by devising a written complaints policy, which is shared with parents, and ensuring children now follow effective hand washing procedures. She has started to evaluate her practice; however, she has not considered all aspects to ensure areas for improvement are accurately targeted.

The childminder promotes equality and diversity successfully. She ensures she is fully informed about the children's individual needs by asking parents to complete an 'All about me' form for their child. This ensures she knows the children's likes, dislikes and interests and is aware of any support they may need with their self care, such as toileting. The childminder encourages the children to learn about the cultures and beliefs of others, such as, enabling them to celebrate the Chinese New Year, through craft activities and food tasting. The childminder discusses her service with parents before the placement begins and provides them with copies of her policies and procedures if they would like these. She ensures they are kept informed of their child's day through discussion at collection time and she regularly asks them if they are happy with the service she provides. The childminder has links with other childminders in the local area and is fully aware of working in partnership with providers of other settings the children may also attend, to promote a shared approach to their care and learning. However, the children currently attending are only cared for by the childminder.

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

The childminder has a satisfactory understanding of how children learn and develop. For example, as they use jigsaws she shows them how to turn the pieces round to fit and encourages them to count how many bricks they have used to build their tower. Through encouraging the children to join in with songs and action rhymes, such as 'Sleeping bunnies', the childminder supports them in

developing their language and coordination skills. The childminder makes regular observations of the children at play and takes photographs of their responses to the activities to help her monitor their development. However, she does not always use the information she gathers effectively. For example, she does not consistently record which areas of learning the activities relate to or make regular summative assessments of the children's progress to identify the next steps in their learning.

The childminder provides opportunities for the children to learn about their local community. For example, they learn about nature as they gather items, such as, bark, acorns and sycamore keys on their walks through the park and they attend the childminder group each week. This provides opportunities for them to socialise with other children and adults and to take part in group activities, such as, eating lunch together. The children enjoy riding on a bus as they travel to venues, such as, a local museum, where they learn about the past and take part in activities, such as making their own 'gas mask'. The children enjoy a variety of craft activities, including using chalks to make marks when they also demonstrate their understanding of different shapes. For example, stating they have drawn a triangle and a circle. Photographs show the children using brushes with control as they paint pictures of poppies for Remembrance Day and they learn valuable life skills as they take care of the dolls; for example, changing their nappy and putting on their clothes.

Through activities, such as visiting the local parks to use the large play equipment, the children benefit from fresh air and physical exercise and they learn to follow effective hygiene procedures to ensure they remain healthy. For example, they use hand sanitizer to clean their hands before eating their snack. They are offered nutritious meals and enjoy a range of fresh fruit and salad items for their snack, to promote healthy eating. The children behave well and they enjoy positive relationships with the childminder. They know what is expected of them within the home because they follow simple rules, such as not climbing on the furniture. The childminder teaches the children about road safety when out in the community and explains why they need to tidy away the toys after use to prevent trips and falls. All of which encourages them to follow safe and responsible practises.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met