

Inspection report for early years provision

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Inspection date	10/02/2011
Inspector	Diane Turner
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 has been registered since 1998. She lives with her husband in a semi-detached house in the Withington area of Manchester. All of the ground floor of the childminder's home and two bedrooms and the bathroom on the first floor are used for childminding purposes. There is an enclosed garden for outdoor play to the front and rear of the premises. A dog and two parrots are kept at the home.

The childminder 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 and is registered to provide overnight care for one child under eight years. There are currently seven children on roll, four of whom are within the early years 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 welcoming home where their safety is promoted effectively in most areas. They enjoy participating in a range of age appropriate activities and systems are in place to monitor their progress. However, these are not fully developed. Most of the required documentation is in place and good partnerships are developed with the parents ensuring information about children's individual needs is shared successfully. Improvements have been made since the last inspection; however, there is no system for monitoring the service on a continual basis, to ensure areas for future improvement 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 the risk assessment for the home is effective in identifying and minimising all risks to the children's safety and that a record is kept of the assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 17/02/2011
- ensure written parental permission is in place for the seeking of medical advice or treatment in an emergency for all children (Safeguarding and promoting children's welfare). 17/02/2011

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

- develop further the systems 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

Overall, the childminder has a sound understanding of her responsibility to safeguard children. For example, she is fully aware of the possible indicators of abuse and neglect and knows who to refer any concerns to. The childminder accurately assesses most risks to the children's safety and takes action to minimise these. For example, she regularly checks the smoke detectors to ensure they remain in working order and she practises the emergency evacuation procedures for the home with the children each month. However, there is no evidence to show that the glass in the display cabinet at the top of the stairs is of the toughened variety. This poses a potential risk to the children's safety. In addition the childminder has not signed and dated the record of her risk assessment, which is a breach of the welfare requirements.

The childminder offers the children a good range of easily accessible toys and resources. Storage boxes are labelled with pictures and text to help the children identify the contents and the provision of a table and chairs at the children's height enables them to take part in activities comfortably. Most of the required documentation is in place, including a clear record of any accidents the children may sustain whilst in the care of the childminder. However, written parental consent for the seeking of medical advice or treatment in an emergency has not been obtained for all children, which is a breach of the welfare requirements. The childminder has made improvements to her service since the last inspection, such as purchasing more toys and resources that reflect positive images of diversity and she has attended some training courses to improve her practice. However, she does not have an effective system for monitoring and reviewing her service, to identify areas for future development and ensure continuous improvement.

The childminder gives good attention to promoting equality and diversity. Through good communication with parents she has a thorough understanding of each child's individual needs and she provides good support for those children who may use English as an additional language. For example, learning key words, providing books and story discs in their first language and using visual aids to promote communication. The childminder shares her assessments of the children's progress with their teacher when they move onto the local school which helps with the transition. Good partnerships are established and maintained with the parents. They receive good information when the placement begins, including copies of all the childminder's policies and procedures, and daily chats keep the parents fully informed of their child's day. Written testimonials clearly show parents value the childminder's service.

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. She is aware of the six areas of learning and interacts well with the children as they play. For example, she makes her own 'flash cards' to help the children recognise colours, numerals and shapes. The children gain pleasure from using these and are clearly proud of what they know. For example, they accurately identify shapes, such as a circle, triangle and square and enjoy counting the number of spots depicted on the cards. The childminder has a system in place to monitor the children's progress but this is not fully effective. For example, she takes photographs of the children as they play and makes written comments about their responses to the activities. However, she does not identify what the children have achieved from the activities or which areas of the Early Years Foundation Stage they cover; to ensure there are no gaps in the children's learning.

The children are supported well by the childminder in learning what acceptable behaviour is. As a result, they know what is expected of them within the home, such as why they must not climb on the furniture. They clearly feel safe in the childminder's care and feel part of the family. This is particularly evident as they leave their parents happily on arrival and quickly access the resources. The children show they are developing their imagination as they pretend to make meals with the play food and that they are developing an understanding of problem solving as they complete jigsaws. The children state they have fun when they come to the childminder's and they take pleasure in looking at photographs of, and recalling, previous activities they have enjoyed.

The childminder pays good attention to supporting the children in adopting a healthy lifestyle. They have daily opportunities to play in the garden and they enjoy visits to the park for picnics and to use the large play equipment. The childminder provides the children with wet weather clothing and wellingtons so they can take part in activities, such as puddle jumping, and she ensures they follow good hygiene routines. For example, they wash their hands before eating their meals and they know to put a tissue up their sleeve, so this is always available when they need to blow their nose. The children confidently discuss what food is good for them and where this can be sourced and they often help the childminder to make bread. The children learn to follow safe and responsible practises and they understand the reasons for these. For example, they know why they must not run indoors and they confidently discuss how if the childminder blows the whistle they must go to the door as there may be a fire.

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	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	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	2
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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