

Inspection report for early years provision

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Inspection date	28/02/2011
Inspector	Liz Grocott
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 1990 and lives with her husband and two adult children aged 26 and 22 in the Denton area of Manchester. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both parts of the Childcare Register. The whole of the ground floor is used for childminding along with the bathroom on the first floor. There is a fully enclosed outdoor play area to the rear of the property. Contingency plans are in place to call on another registered childminder in the event of an emergency or sickness. The home is easily accessible with the exception of the bathroom on the first floor.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently 11 children attending on a part time basis of whom five are within the Early Years Foundation Stage. Children are taken to and collected from local schools and preschools. The childminder has achieved a National Vocational Qualification Level 3 in Children's care learning and development. She is accredited to her local network and the 'Children come first' quality assurance scheme. The family have a cat and three guinea pigs.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the warm and caring environment. The childminder is not yet secure in her knowledge of how observations are used in the Early Years Foundation Stage. This impacts on individual children's learning as assessments are not made and next steps are not planned. The childminder has effective systems in place for communicating with parents and carers. She uses the Ofsted self-evaluation system for reflecting on her practice and continuous improvement is maintained through the ongoing training.

What steps need to be taken to improve provision further?

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

- ensure there is information held about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and Welfare). 28/02/2011

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

- ensure observation across the six areas of learning supports continuous assessment for all children in the Early Years Foundation Stage 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

- ensure medicines are not usually administered unless they have been prescribed for that child by a doctor, dentist, nurse or pharmacist
- work together with other practitioners and parents to support transition, both between settings and between setting and school.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her role in safeguarding children and has refreshed her training recently. She has clearly organised documentation to support her safeguarding practice. Her knowledge of possible indicators of abuse and neglect is sound, meaning she is able to appropriately protect children should a concern arise. All adults in the home have undergone relevant checks to ensure their suitability around children. However, the childminder does not have information about who has parental responsibility and legal contact for each child which is a breach of requirements. A robust risk assessment identifies potential hazards in the home and garden to further ensure that children are safe. Children learn about keeping themselves safe through discussion about road safety, stranger danger and practising the fire evacuation procedure. The childminder checks smoke alarms regularly and ensures that the fire blanket is correctly positioned should she need it.

Since her last inspection the childminder has achieved a National Vocational Qualification Level 3 in Children's care, learning and development. This has equipped her with more knowledge and understanding about young children and how they learn. At the last inspection not all items in the home were considered safe. As the childminder now carries out regular risk assessment, it leaves nothing to chance. Toys and resources for children are accessed from what the childminder puts out each day. They are rotated from a store under the stairs. Children develop an understanding of others as the childminder provides a variety of resources and activities for them. For example, trying Chinese food at New Year and crafting items connected with the celebrations. Recent training includes risk assessment, safeguarding and the importance of movement for development.

The childminder has sound systems in place for communicating with parents. She has produced a range of written policies that she gives to parents so that they know about her main practices. She shares the well-presented children's learning journey's with them, involving them in their child's learning. However, these are not done for all children in the Early Years Foundation Stage. Parents are pleased with the service. They comment on 'the great support to the family', the childminder's 'approachability', the 'unselfish and diligent childminder' and one who 'puts children's needs first'. As yet the childminder has not developed effective partnerships with those who also deliver Early Years Foundation Stage.

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

Children feel safe and secure in the childminder's home. They play quite happily without support, engrossed in imaginative play. The childminder makes regular observations, linking them to the different learning areas. However, the childminder has not made the connection as to why the observations are made and how she should use them. Therefore, children's learning may not be maximised. Children clearly enjoy the time they spend with the childminder and constantly refer to her as 'aunty'.

Children's interest in books is enhanced by visits to the library. Children have opportunities to make marks in flour as well as sand. Crayons and pencils provided in role play encourage them to write food orders in the 'cafe' and make 'shopping lists'. The childminder encourages children's self-esteem by putting on a talent show. All children receive a certificate for their efforts, boosting their confidence. Problem solving is encouraged through the provision of puzzles and shape sorters for very young children. Older children try to count bubbles before they pop and guess how long they will last before they pop. Children learn about lifecycles when they plant bulbs and keep a diary of what happens each day as they water and nurture the flowers. Children enjoy expressing themselves creatively and have numerous opportunities to do this through celebrating festivals, making collages of the changing seasons and role playing.

The childminder tries to encourage healthy practices, such as hand-washing before meals and after toileting. She ensures her home is very clean as well as being safe for the children. However, her medicine policy does not make it clear that she will only administer medication which has been prescribed. Healthy snacks and meals are provided to encourage an understanding of a healthy lifestyle. Children enthusiastically tuck into ham sandwiches with tomato, cucumber, cheese and olives, before they get ready for afternoon nursery. They have water in bottles to encourage them to keep sufficiently hydrated throughout the session. Children walk everywhere with the childminder as she does not drive. This promotes healthy exercise, coupled with visits to the park for play on large apparatus. Children also access the childminder's garden giving them further opportunities to enjoy fresh air while exercising. Behaviour is consistently good as boundaries are in place to show children right from wrong.

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	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	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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