

Inspection report for early years provision

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Inspection date	03/03/2011
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 2001 and lives with her husband and three sons aged 14, 13 and eight 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, together with the bathroom on the first floor. Contingency plans are in place to call on another registered childminder in the event of an emergency or sickness. The home has a step to the front door and the bathroom on the first floor is accessible by a staircase.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently seven children attending on a full- and part-time basis, of whom three are within the Early Years Foundation Stage. Children are taken to and collected from local schools and preschools. The childminder has a nursery nursing qualification and is supported by local authority. She is also a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have good relationships with the childminder, who knows them well and provides for their individual needs. They make satisfactory progress in their learning and development, as the childminder has only recently started to record observations and link them to the different areas of learning. The childminder takes care to promote supportive partnerships with parents and carers. Self-evaluation is in its infancy and as yet is not effective in identifying strengths and areas for development.

What steps need to be taken to improve provision further?

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

- improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs (Organisation).

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

- improve the system for obtaining written parental permission for all children at the time of the child's admission to the provision for the seeking of any necessary emergency medical advice or treatment in the future, so they are

- clear what they are signing for
- ensure medicines are not usually administered unless they have been prescribed for that child by a doctor, dentist, nurse or pharmacist
- develop a culture of reflective practice and self-evaluation to continually look for ways to improve the quality of the learning, development and care offered that will improve the quality of provision for all children
- 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

Children's welfare is appropriately protected as the childminder is aware of the possible indicators of abuse or neglect and the procedures she must follow should she have a concern about a child. Adults in the home are checked to ascertain their suitability to be around children. Thorough risk assessments are made both inside and outside the home to further protect children. This ensures hazards are kept to a minimum and children kept safe. The childminder ensures children learn how to keep themselves safe by regularly practising evacuating the home. She makes records of the drills held and regularly checks that smoke alarms are in working order. Clear recording systems are in place for the administration of medication and noting accidents or incidents. However, the childminder does not have a clear understanding that non-prescription medication is not usually given and the system for recording permission to seek emergency medical advice or treatment is unclear.

The childminder has addressed the recommendations from her last inspection, improving outcomes for children. She has purchased toys and books and researched topics to help children understand diversity. She attends training courses, such as risk assessment and observation and assessment, in order to improve her knowledge. The toys and play resources are generally easily accessed by children, enabling them to make some choices about their play. Children learn about their local community through visits to the parks, library, shops and toddlers groups.

The childminder shares information verbally with parents, and has just started recording observations to support individual children's welfare and development. Parents value the care the childminder provides and describe her as 'caring and honest'. They say she encourages children to learn to count, share toys and become sociable with other children at local groups. Children are equally included in everything the childminder provides. Children with disabilities are particularly well integrated to ensure their individual needs are met. The childminder works with other professionals, such as physiotherapists and occupational therapists, but as yet does not work with others who also provide Early Years Foundation Stage. This means that continuity of learning between the two settings is not promoted.

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

The childminder has a developing understanding of Early Years Foundation Stage. Children play happily, engaging the childminder as they go. The childminder has only recently started to record observations of the children. There are only limited records of children's progress in their learning and development in the Early Years Foundation Stage and this means that children's next steps are not generally identified effectively or evaluated in any meaningful way that can be shared with parents or others. However, the childminder demonstrates an appropriate understanding of the range of experiences necessary to impact on all areas of children's learning.

Young children enjoy exploring with dough as they poke and prod it. They attempt to roll it out and make marks in it, clearly stating 'these are eyes'. While playing with dough, the childminder promotes counting and colour recognition. Children enjoy learning about the wider world as they play with dinosaurs and a play bus with multicultural passengers. Their interest in books is enhanced when they visit the library and they also enjoy singing and saying rhymes. Children's imagination is developed as they are encouraged to role play with small world toys, play kitchens, prams and dolls. The childminder promotes a healthy lifestyle by providing opportunities for outdoor play with bikes, balls and scooters. Children also regularly visit the local park where they access apparatus that promotes climbing, and balancing skills. The childminder increases children's awareness of disability and they make a hospital from household waste products. This is to highlight that some disabled people have to have operations for different reasons. They currently study castles and are in the process of creating one, again from household waste, making recycling an attractive way of using waste.

The childminder maintains consistency in managing children's behaviour. This is to give them clear boundaries about what is acceptable and what is not. Children generally behave well and appropriate to their age and understanding. Although most parents prefer to provide their own food for the children, the childminder supplements this with healthy snacks and drinks, while helping to educate parents about what is healthy and what is not.

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	2
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

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	2
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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