

Inspection report for early years provision

Unique reference number	312157
Inspection date	02/03/2011
Inspector	Patricia Webb
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1981 and lives with her husband who acts as an assistant in the childminding provision. They live in Droylsden in Manchester using the whole of the ground floor of the home for childminding purposes. Toilet facilities are on the first floor. There is a fully enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years, of whom three may be in the early years age group. There are currently three children on roll, one of whom is in the early years age range. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder and her assistant offer a homely environment that welcomes all children and their families. The childminder has only recently begun to implement the Early Years Foundation Stage fully and this has resulted in some gaps in meeting legal requirements. Firm, respectful partnerships are fostered with parents discussing children's needs and development. The childminder undertakes very informal observations and assessments of children's progress. A similar approach is used to evaluate the impact of her practice on children's outcomes.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out and by whom, date of review and any action taken following a review or incident (Documentation) 30/03/2011

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

- support children further in feeling safe by involving them in practising fire drills regularly
- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- support children's understanding of the wider world by expanding the range of resources and activities to promote positive attitudes to the differences in society.
- develop the process of evaluating the impact of the provision on improving

outcomes for children to ensure that areas for further development are prioritised

The effectiveness of leadership and management of the early years provision

The childminder and her assistant work well together to offer children a welcoming and family-orientated environment. The childminder has ensured that both she and her assistant hold current first aid certificates in order to promote children's health and well-being. Children are safeguarded as the childminder has a suitable understanding of child protection issues. Policies and procedures are in place to inform parents of the childminder's duty of care regarding reporting any concerns she may have about a child in her care. All adults in the household have been thoroughly vetted to ensure their suitability. Daily visual checks are undertaken around the home to address children's safety. Whilst the childminder can relate the full procedures for evacuating the premises in the event of a fire or an emergency, this drill is not practised directly with the children hindering their safety should such an event occur. The childminder and her assistant relate the precautions and considerations taken when planning to take children on walks, trips and outings. However, no record is currently being kept of the risk assessments and this is a legal requirement.

Each child and their family are valued and respected by the childminder. Discussions take place to obtain information regarding children's care routines and the childminder knows their characters well, having cared for them for some time. Their basic needs are met and the childminder and her assistant build positive and caring relationships with them. This enables each child to form a sense of security and belonging. However, the childminder's awareness of wholly inclusive practice is basic and does not fully enable children to develop a broad understanding of diversity and differences in society. The children are encouraged to show care and consideration for others and are supported in sharing and learning to take turns. They are able to develop some independence as they choose their games, toys and resources with support from the childminder who rotates the selection daily.

The childminder has been registered for some time and is experienced in caring and responding to children's needs. She understands the basic elements of the Early Years Foundation Stage and is keen to work with her assistant to ensure that the framework is implemented effectively. She is aware of the key strengths of her practice and cites her wariness of paperwork and documentation as an area for further improvement. Most of the required documentation is in place and the practice is supported by pertinent policies and procedures that are shared with parents from the outset of any placement. However, the system for evaluating the quality of the provision lacks rigour and this hinders how the childminder can fully prioritise aspects for improvement. Whilst current children in the early years age range do not attend any other provisions, the childminder is aware of how developing such partnerships would benefit children by promoting a consistent approach to their early learning.

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

Children are settled and content in the childminder's homely care. They enjoy close relationships with the childminder and her assistant supporting children through their daily routines and activities. The childminder has begun to maintain records of the children's development and progress. They are very basic as yet and do not fully link to the areas of learning or refer to the next steps in a child's progress. The childminder is able to demonstrate verbally how a child is progressing, noting their development as they reach significant milestone such as crawling, taking first steps and eagerly accessing favourite books. She relates how one child is now successfully completing inset tray puzzles and the childminder is now working with the parent to extend this by presenting jigsaws and more complex puzzles. The use of a daily diary for each child is helping to keep parents informed of what their children have been doing daily. However the system of assessment does not fully ensure that gaps in attainment would be recognised, hindering some aspects of children's development and early education.

Children enjoy the interaction and support they receive from the childminder and her assistant. A child selects a favourite book and seeks out the assistant to settle on the sofa for the story. Together they turn the pages with the child picking up on familiar pictures and repeating phrases within the story. Children select their favourite television programmes and recognise the characters with glee, swaying and dancing with the rhythm of the music. Mark making is encouraged as children use crayons and chalks and also enjoy making their marks disappear on the magic mark slate toy, operating the bar that removes the markings. The childminder uses this toy to reinforce a young child's awareness of the initial of their name and praises the child for trying to copy the letter.

Children's health and well-being are suitably promoted. They follow familiar routines for hand washing and the procedures for nappy changing are adequate in reducing the risk of contamination. They enjoy freshly cooked meals and snacks that are carefully planned to provide a balanced and nutritious diet. Any specific dietary requirements are discussed and adhered to to maintain children's on-going health. The childminder supports children in managing their behaviour appropriately. They learn to share and take turns using board games and activities such as flash cards to support this. The childminder and her assistant enjoy the time they spend with the children and take pleasure in seeing children grow and develop supported with the traditional guidance they offer in teaching 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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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