

Inspection report for early years provision

Unique reference number	307428
Inspection date	09/05/2011
Inspector	Barbara Wearing
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.

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 was registered in 1997. She lives in the Walkden area of Salford with her adult son. The whole of the ground floor is used for childminding with bathroom facilities on the first floor. There is a secure rear garden for outside play. The family have a dog to which children do not have access.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age range. She is currently minding six children, three of whom are in the early years age group. Most children attend part time. Care for children aged over five years to 11 years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder takes children to and from school and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children develop confidence and have fun as they engage in a range of activities that stimulate their interests and promote their learning. Since her last inspection the childminder has worked hard to implement the actions and recommendations raised. She recognises the positive impact this has had on the outcomes for children and shows a commitment to the continuous development of her early years skills and childminding provision. The vast majority of the requirements of the Early Years Foundation stage are met and children make good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- ensure that information is in place regarding who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare)

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

- enhance systems for safeguarding by developing accident records to ensure they include existing injuries, in order to further support and protect the ongoing welfare of children
- improve the two-way flow of information to ensure that policies, such as the one relating to uncollected children, include all relevant information
- establish systems to share information with other early years settings that

children attend, enabling each to complement each other and enhance learning experiences for children

- enhance observation, assessment and planning records; ensuring summaries and next steps are completed regularly, monitoring children's progress towards their next steps and early learning goals and that plans show how activities will promote individual children's learning.

The effectiveness of leadership and management of the early years provision

The childminder has attended training and workshops that have enhanced her skills in safeguarding children from accidental and non-accidental injury or abuse. She has a good awareness of the signs and symptoms of abuse and knows when and how to refer concerns to the appropriate agencies. Children have opportunities to make choices and are encouraged to voice their opinions and feelings. Therefore, they develop a sense of their own rights and are likely to share worries or concerns with the childminder. The childminder regularly carries out comprehensive risk assessments within her home, garden and for outings. These identify potential hazards and the childminder takes appropriate action to reduce the risk of accidents. She records accidents that occur while she is caring for children, but does not systematically record existing injuries, to evidence where or how injuries were sustained or to identify concerns regarding a child's development or safety. Most necessary records and policies are in place to further promote children's safety and well-being. However, the childminder does not keep a record for all children of who has legal contact and parental responsibility. This is a breach of requirements of the Early Years Foundation Stage. Nevertheless, she knows families well and has a clear procedure for the collection of children. Therefore, the risk to children is minimal. The childminder is aware that she must inform social services if a child is not collected and she is unable to contact parents or an emergency contact. However, this is not included in her written policy that is shared with parents.

The childminder has made many improvements in response to actions and recommendations raised at her last inspection. She has completed a number of courses, accessed support from a local authority development worker and shares ideas with fellow childminders. She has increased her knowledge of healthy eating for young children and her confidence in the procedures to follow to safeguard children. Since attending a course regarding diversity and disability awareness she has developed her understanding of how to ensure all children are fully included in activities. She is currently undertaking a level 3 qualification in childcare, demonstrating her ongoing commitment to developing her early years skills and practices. Her self-evaluation form shows how she is beginning to reflect on how she delivers the Early Years Foundation Stage, her current strengths and some areas for development.

The childminder makes an appropriate selection of toys and resources available to children and babies in the open plan sitting room and dining room. These provide them with stimulation for all areas of their learning and are of good quality. She supports young children in accessing further toys that are stored in a play room,

which leads from the utility room. Older children, who attend after school are able to access these freely. Her back garden provides an exciting outdoor learning area that children access daily. They have opportunities to build dens, plant seeds, play in water and sand and on large play equipment, such as, slides and a trampoline.

Some links have been established with other early years settings that children attend. The childminder has shared information with them to help children's transition to nursery or school. Children talk to the childminder about their time at other settings but there are no established systems to share information regarding children's ongoing progress, interests or topics being covered. The childminder spends time building relationships with parents and children before children are admitted to her provision. Parents are made aware of her policies and procedures and sign necessary consent forms. Therefore, she is fully aware of children's individual needs and daily routines, children are secure within her setting and parents are confident in leaving their children in her care. Parents are given their children's development profiles every six months and complete a questionnaire regarding the childminder's provision. These demonstrate that they are pleased with the childminder's daily routine, feel that they receive good daily communication and that their children's needs are met. Information is shared verbally on a daily basis regarding children's achievements and interests observed at home and at the childminder's.

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

The childminder has established an effective system to record her observations of children's achievements. These are clearly linked to early learning areas and some are used to devise next steps for children's learning. Some children's files include a regular summary within each learning area, effectively monitoring their progress. However, they are not up to date for all children. Long- and medium-term plans, reflect the range of stimulating activities that children take part in and demonstrate the childminder's understanding of how to promote their learning. They do not reflect how they will be adapted to support individual children in meeting their next steps.

Babies and children develop confidence and a sense of safety. They learn to care for each other and build close relationships with the childminder. A younger child gently replaces a baby's shoe and is praised by the childminder for doing so. They giggle together as they play 'boo' and a baby gazes at the childminder, reaching out to touch her face as they enjoy a cuddle together. Children are shown care and respect and are given choices within the daily routine. The childminder is skilled at supporting children in their play, asking questions to develop their skills and enabling them to make good progress in all areas of learning.

Children develop their skills in communication, language and literacy as the childminder is responsive to their verbal and non-verbal communications. She chats to them, asking them to name objects, asking what sounds various animals make and sounding out initial letters as they play with programmable toys. They develop a good understanding of problem solving, reasoning and numeracy as the

childminder takes many opportunities to count with children and to talk about size and shape. When building with wooden blocks, the childminder asks children to find short bricks, long bricks and bricks of the same size. They experiment to find out what will happen if they put another brick on a tall tower and talk about balancing and falling.

Photographs and plans show children developing their knowledge and understanding of the world. They learn about pets during 'pet day' at the local toddler group, build snowmen in the garden and plant sunflower seeds and monitor their growth. The childminder has gathered a selection of natural resources for babies and children to explore, that stimulate their senses. She has a range of toys and resources that reflect our diverse society and is taking steps to talk to children about similarities and differences. This, therefore, promotes children's understanding of diversity and respect for themselves and others. Children demonstrate their imaginative and creative skills as they play with musical instruments, listen to different sounds and as they make faces with their fruit at snack time, putting the doll on a chair next to them. They explore various textures and materials as they engage in messy play and match and name colours as they play and when they are out and about.

Children's healthy lifestyles and physical skills are promoted. Babies have opportunities to lie on the floor, kicking, reaching, grasping and rolling. They develop good personal hygiene routines, washing their hands and using their individual towels to dry them. They are nourished and hydrated as they are given a choice of healthy snacks, have fresh drinking water available and are given home cooked meals with occasional convenience foods.

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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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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