

## Inspection report for early years provision

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<b>Unique reference number</b>	EY422595
<b>Inspection date</b>	04/08/2011
<b>Inspector</b>	Janet Singleton
<b>Type of setting</b>	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 2011. She lives with her husband and child aged five years old in the area of Radcliffe, Manchester. The whole of the ground floor and one bedroom of the property is used for childminding. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years old. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a satisfactory understanding of the Early Years Foundation Stage to enable children to make sound progress towards the early learning goals. Observation and assessments are completed but do not sufficiently record the next steps for learning nor is it clear how they are used to plan for children's individual needs. The provision of a safe, welcoming and inclusive environment enables children to be active learners. However, some required fire fighting equipment is missing, this is a legal requirement. All policies and procedures for the efficient and safe management of the setting are in place and reviewed. Partnerships with parents and others are satisfactory. The system for evaluating the quality of the provision is in its infancy.

## What steps need to be taken to improve provision further?

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

- ensure appropriate fire detection and control equipment are in place, (for example, a fire blanket) and ensure it is in working order (Premises).
- 19/08/2011

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

- ensure observations consistently identify the next steps for children's learning and ensure they are matched to the expectations of the early learning goals
- use the information gained from the observations and assessment to plan for children's identified next steps in their learning
- develop further the procedures and systems for self-evaluation of your

childminding practice in order to monitor your improvement and continue to improve outcomes for children.

## **The effectiveness of leadership and management of the early years provision**

The arrangements for safeguarding are satisfactory with all required policies and procedures in place and appropriately maintained. All adults in the home have undergone checks to determine their suitability to be with the children. The childminder is confident of the action to take should she have a concern regarding the safety of the children. The childminder has the appropriate documentation for the health and safety of the children, for example, behaviour, equality and medication. Comprehensive risk assessments for both indoors and outdoors are in place and very well maintained. However, the fire blanket was missing, this is a legal requirement. The setting is welcoming for children with all the quality resources within reach, enabling them to make choices. The provision of a dedicated playroom with some lovely educational displays, for example, the alphabet and labels for all household objects, means they are fully included and develop a sense of belonging.

Satisfactory relationships with parents are built through the daily communication and sharing of all policies and procedures to inform them of the service provided. Partnerships with others are satisfactory. Through sensitive observation and assessment procedures children's needs are mostly identified and mostly planned for. However, this is not clear or consistently matched to the expectations of the early learning goals. The childminder is committed to improving her practice, although, her process of her self-evaluation is in its infancy. The systems for the identification of the strengths and weaknesses of the provision are not sufficiently robust to give the provider a clear view of the action to take to progress her provision.

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

Children are happy and enjoy their time with the childminder as they make satisfactory progress towards the early learning goals. They play and learn in a welcoming home where they can make choices about their play. The observation and assessment procedure, although, completed regularly, does not consistently reflect the identified learning needs of the children, but builds on the activities. Planning is in place and links to the routine provided for the day. However, it is not clear how children's individual needs are planned for. Outdoor play is promoted daily to ensure children have the opportunity to develop their physical skills and remain healthy. Children are happy and secure as they take part in suitable activities. They are engaged and meaningfully occupied as they make choices from the appropriate resources, moving freely and enjoying their learning. They are secure with the childminder and readily seek her support in their play, for example, stacking the stacking cups and reading the books together. They describe the animals and make animals noises, being engaged and happy with each others

company.

The children enjoy a lovely, secure relationship with the childminder engaging in a supporting and comfortable relationship which builds their self-esteem and confidence. They go for walks to the park and feed the ducks. They take the bus and train to places of interest, as they find out about the wider world. They visit the library and toddler group to they develop their language and social skills. They access programmable and simple computers to progress their skills for the future. Younger children vocalise and engage the childminder through verbal and physical gestures meaning all children are fully included. They find out about the differences and similarities of people as they access satisfactory resources and celebrate their own and the festival of others.

Children sleep and rest according to their needs as they follow their natural bodily rhythms. They access their own cup of water or very weak juice. They sit together at the table as they eat their snack enjoying the grapes provided. Changing procedures are appropriate and children's understanding of satisfactory health practices is promoted as the childminder talks to them about being clean and providing individual towels. They play together, socialise with other children and follow a routine conducive to learning enabling them to make a positive contribution.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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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