

Inspection report for early years provision

Unique reference number	EY423072
Inspection date	31/08/2011
Inspector	Wendy Fitton
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 2011. She lives with her husband and son aged 14 years in the Shaw area of Oldham in Greater Manchester. Children have access to a main lounge, a bathroom on the first floor and a rear garden. 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 six children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child on roll within the Early Years Foundation Stage. The childminder is also able to offer care to children aged over five years. 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 knowledge and understanding of meeting children's individual needs. The planning, observations and assessment procedure for individual children, as they progress towards the early learning goals, is in the early stages of development. There are positive relationships with parents to engage them in aspects of the organisation and keep them up-to-date and informed of their children's routines and progress. Most policies and procedures for the safe and efficient management of the provision are in place and satisfactorily support children's safety and well-being. The system for self-evaluation to identify priorities for future targets and to maintain continuous improvement to the provision and the outcomes for children is limited.

What steps need to be taken to improve provision further?

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

- further develop a culture of reflective practice and self-evaluation to identify strengths and priorities for development to improve the quality of the provision for all children
- further develop knowledge and understanding of the Early Years Foundation Stage in order to plan, observe and assess the individual needs of all children as they progress towards the early learning goals
- review and update all records, policies and procedures for the safe and efficient management of the provision in line with the Early Years Foundation Stage framework.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded because the childminder has a risk assessment for the premises and any outings. She is aware of her role and responsibility to protect children from any harm and follows the local procedures. Children are safe and secure in the premises and the deployment of resources are satisfactory. The environment is planned to enable the children to move freely and use suitable equipment, furniture and toys to support their development. The childminder has paid attention to necessary safety procedures and equipment. She has written consents from parents for the administration of medication and to seek any emergency medical advice or treatment. Some organisational documentation policies and procedures are in place. However, these are not all in line with the Early Years Foundation Stage Framework.

The childminder shows commitment to supporting and enabling children to develop and learn and is actively accessing training and developing her knowledge using the Early Years Foundation Stage Framework documents. She has made links with the local childminder group and welcomes support from the local authority. The childminder recognises some strengths and weaknesses. However, the system of self-evaluation in order to promote continuous improvement of the provision and outcomes for children is still in the early stages. She has established positive relationships with parents. They are valued as partners and are warmly greeted and included in aspects of the provision. Parents are informed about the organisation of the childminding and feel reassured. For example, they are provided with information about some policies and procedures. They exchange information verbally and through the daily diary sheet at the start and end of each day. They can see important information displayed at the entrance to the premises. Children have easy access to all toys, activities and facilities and learn about their local community and differences in people around them.

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

Children are happy and secure and enjoy their time in the childminder's care. She has created a calm, welcoming and child-centred environment where children are supported and encouraged to learn and develop. She talks to and reassures children throughout the day and works to a flexible routine to help children feel a sense of belonging and in liaison with parent's working needs. The childminder has a satisfactory knowledge of child development and promotes some learning in line with the early years curriculum. She provides experiences and learning activities both in the home environment and outside on trips and at activity groups. Most experiences cover some of the areas of learning in order to support the children's personal, social, physical and intellectual development. Children enjoy local toddler groups and trips to the parks. The childminder has established a satisfactory system for planning her activities according to children's interests and abilities. She observes the children during their play and makes a note of what they are doing.

However, these observations lack some detail in relation to how children can progress to the next step of learning, or match observations to the expectations of the early learning goals.

Children enjoy creative experiences as they use the magnetic drawing board and experience different mediums with paints, sand, water and glue. They develop their physical skills as they play at the park on large physical equipment, climb in and out of the ball pool and use their fine motor skills with play people, interlocking bricks and shapes. Children learn about their outdoor environment and the different people in their community. For example, they attend local toddler groups and children's centres to meet with other children and adults from various lifestyles. They learn about animals and care of pets when they call in to the pet shop and see the animals and talk to the shopkeeper. They walk to school and see the vehicles and buses on the road. Children problem solve when playing in sand and water, they pour, fill and empty the different sized containers in sand and water trays. They learn about shape, size and colour and how to fit different shapes and sizes into holes. Children listen to the different noises of the musical instruments and learn how to shake, bang and rattle them. Children develop their personal, social and emotional skills as they tend to their own personal needs for drinks and feeding. They self-select toys according to their own interests and feel secure and confident with the childminder. Children enjoy looking at pictures in books, listening to stories, naming simple objects and discovering different sounds and textures in the touch feel and sounds books.

Children are learning about being safe and healthy through the daily routines that are in place. They enjoy healthy snacks and meals and sit comfortably and safely at their own small table. They are safely transported in the car and harnessed and supervised at all times. Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. They learn about rules and boundaries through gentle reminders. Children feel safe and secure with the childminder as they confidently interact with her and are comfortable and happy with the routines and rhythms of the day. They play with purpose and explore and investigate the environment and resources freely. The childminder is sensitive to the children's individual needs ensuring equal access to all aspects of the provision.

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
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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	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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