

Inspection report for early years provision

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Inspection date	07/09/2011
Inspector	Emily Wheeldon
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 1989. She lives with her partner and two of her three children, aged 13 and 20 years, in a property in Tyldesley. The lounge and dining room on the ground floor and the bathroom on the first floor are used for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered to provide care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in this age group and one child who has just started school. She is able to take and collect children from the local primary school and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a good knowledge of the learning and development requirements for the Early Years Foundation Stage but the welfare requirements are not all met. Children's individual needs are met overall and they enjoy a range of indoor and outdoor activities. The partnerships with parents, the local school and other agencies are a strength and ensure children's needs are met, along with any additional support needs. This means that children progress well in their learning, given their age, ability and starting points. Regular self-evaluation by the childminder makes sure that priorities for development are generally acted upon.

What steps need to be taken to improve provision further?

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

- ensure that at least one person who has a current first aid certificate is present on the premises at all times children are present and when on outings (Safeguarding and promoting children's welfare) 07/10/2011
- obtain information from parents about who has legal contact with and parental responsibility for each child (Safeguarding and welfare) 28/09/2011

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

- provide more opportunities for active learners to foster independence and control over their learning to keep their interest and develop their creativity.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibility to keep children safe from harm or abuse, and a written safeguarding policy is shared with parents. Correct procedures are followed if there are any significant concerns, and contact details for outside agencies are to hand. This means that children are suitably protected in the setting. All areas and equipment used by the children are risk assessed and recorded, along with outings. However, the childminder has not obtained information from parents about who has legal contact with and parental responsibility for children in her care, and she does not hold a current first aid qualification. These are breaches of legal requirements, and consequently some aspects of children's safety are compromised.

Children use a wide range of resources which are easily accessible. This ensures children are able to select and make choices independently. They enjoy a suitable learning environment which consists of a lounge, dining area and back garden. Although the garden is small, the childminder makes appropriate use of the space and alternates toys and equipment for different activities. The outdoor space provides children with fresh air and exercise, using a selection of wheeled toys, rockers and a sand tray. The childminder is working towards a level 3 childcare qualification and has attended some relevant courses to support her practice. She continually looks for ways to improve her provision for the children. She has addressed previous actions and recommendations promptly and effectively. For example, she has worked hard to establish a more effective record keeping system in order that she can monitor and support the good progress in learning that children are making.

The childminder knows each child's interests and abilities, and endeavours to cater for their individual needs. She follows a policy of inclusion for all and there is no discrimination on any grounds. This means that the individual needs of all children are met and all children are included fully in the life of the setting. A strong relationship with parents is evident, with verbal exchanges of information everyday. The childminder relates what children have been doing, what they have learnt, where they have been during the day, and is interested to know what children do at home. Observation summary sheets are shared with parents so they can track their children's progress and become familiar with the Early Years Foundation Stage Framework. The childminder has some contact with local childminders and support from the local authority development team. Partnerships with the local primary school and exchanges of information relating to children are good; therefore the needs and abilities of the children are being met. This promotes continuity of care and learning.

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

The childminder has a thorough knowledge of learning and development and provides a good range of activities and outings which cover all areas of learning.

She observes and records a description of children's activities and abilities, and these are linked to the appropriate area of learning. She has devised observation summary sheets and tracking sheets so she can identify any gaps in children's learning. This ensures children make very good progress in relation to their starting points. The childminder has close and warm relationships with the children, talking to them all the time to encourage language development. Children are very responsive and talk excitedly with the childminder about matters of interest. She incorporates discussions about colours, numbers and shapes into everyday activities, games and songs. Children are delighted to choose art and craft resources and make choices about collage materials they would like to use. Recently, children enjoy mixing paints and squeal with delight as they watch the paint flow across the paper. However, children's independence is not always fostered when doing activities, such as art and craft.

Children's physical skills are developing well because they engage in a wide range of activities, both indoors and outdoors. Children benefit from daily exercise in the fresh air, whether it is walks to the local park or playing in the childminder's garden. Physical development is effectively promoted through riding on the wheeled toys and throwing balls through hoops. They enjoy the challenge of negotiating steps in the local park. The childminder knows when it is necessary to intervene and when children need time and practice to develop their problem solving skills. Children climb up and down stairs indoors and practise their hand-eye coordination through making lines and circles with paint. Children are learning about the wider world. The childminder recently organised a Hawaiian theme day and the children talked about grass skirts and the music they heard on a CD. Children use technology toys, such as laptops, with confidence, and this develops their information and communication technology skills. Through talking about differences, celebrating different festivals and traditions and having a good selection of resources, the children are learning about diversity and the world in which they live.

Children's health is promoted very well through good hygiene routines, fresh air, exercise and opportunities to rest or sleep in comfort. Children are aware of the need to be hygienic as the childminder adheres to hygiene procedures, such as using antibacterial wipes, to prevent spread of any infections. Children show exceptional understanding of the importance of following good personal hygiene routines, for example, they know they need to wash their hands after using the toilet so they 'don't get germs'. The childminder prepares meals provided by parents, and children benefit from healthy snacks of fruit and vegetables everyday. Dietary requirements are discussed with parents and fully catered for. The childminder has a strong bond with the children, and they gain a strong sense of security. For example, younger children raise their arms and explain when they have had enough and want to play somewhere else. Children are extremely happy and engaged, for example, they talk enthusiastically about their favourite train. Children behave very well, their attention span is very good and they are absorbed in their play. The childminder talks about road safety when they go for walks. An evacuation procedure is recorded in the policy file and the childminder practises the fire drill with the children at least once a month. As a result, children gain a good awareness of staying safe.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that an appropriate first aid qualification is maintained.(Welfare of the children being cared for)(also applies to the voluntary part of the Childcare Register) 07/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register. (Welfare of the children being cared for) 07/09/2011