

## Inspection report for early years provision

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<b>Unique reference number</b>	505087
<b>Inspection date</b>	05/10/2011
<b>Inspector</b>	Anita Pyrkotsch-Jones

<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 has been registered since 1988. She lives with her husband in a house in the Chadderton area of Oldham. The whole of the ground floor and the first floor bathroom facilities are used for childminding. There is a safe and secure outside play area.

The childminder is registered to care for a maximum of four children under eight years at any one time and currently there are three children on roll attending various times. The registration does not include overnight care. The childminder has a family cat. She is supported by the Local Authority Childminding Coordinator.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in the warm, comforting and settled environment that the childminder provides. They are happy and content because the childminder provides an appropriate range of activities to develop their knowledge and skills. The childminder has a sufficient knowledge of the early learning goals to enable her to meet the individual needs of the children in her care. Basic risk assessments are completed but they do not meet the standards required in the statutory framework for the Early Years Foundation Stage. Planning experiences for children and the observation of children's progress has recently been introduced but is still in its early stages. Partnership with parents and carers is adequate. The childminder shares information through daily feedback. Self-evaluation of the provision is currently being developed and the childminder is receiving support from the local authority childminding coordinator to identify priorities for improving her provision.

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

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

- develop risk assessments to clearly state when it was carried out, by whom, date of review and action following a review or incident (Suitable premises, environment and equipment). 07/11/2011

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

- develop planning and observation to inform assessment against the early learning goals and to plan appropriate activities for the children to reach the next steps in their learning
- review policies and procedures regularly to ensure that they are valid and include date of review on documentation

- ensure all children have the opportunity to wash their hands before snack and lunch.

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

The childminder has a satisfactory knowledge of safeguarding protocols and procedures. She is aware of the steps that should be taken if she has concerns regarding the welfare and well-being of a child in her care. She has attended safeguarding training and has an appropriate safeguarding policy in place. The environment in which children are cared for is warm, comforting and settled which supports them in the satisfactory progress they make towards the early learning goals. The childminder checks resources and areas that the children access regularly and she has a basic risk assessment in place. However, this does not clearly state when the risk assessment was carried out, by whom, the date of the review and action following a review or incident. This breaches the statutory framework for the Early Years Foundation Stage. Written policies and procedures are in place and shared with parents but they are basic. Although, they are currently fit for purpose, not all policies and procedures are reviewed regularly to ensure that they are valid nor do they include the date of review.

Self-evaluation of the provision is currently being developed and the childminder is receiving support from the local authority childminding coordinator to identify priorities for improvement. She is aware of the importance of developing her provision and has satisfactorily addressed the recommendations from the previous inspection, however, a number of these recommendations have only recently been achieved with the support of the local childminding coordinator. Children are happy and content because the childminder provides a balanced range of activities to develop their knowledge and skills. She has a sufficient knowledge of the early learning goals to enable her to meet the individual needs of the children in her care. Resources are adequate and accessible to the children.

The childminder has adequate partnerships with parents and carers. She provides them with written policies and procedures when their child joins the setting. Parents receive daily feedback regarding their child's care and she is developing positive relationships with them. The childminder is part of the local childminding network and has recently begun to attend playgroup sessions at the local children's centre.

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

Children enjoy their time at the childminder's home, they feel safe and secure in the warm and homely environment. They are making satisfactory progress through the early learning goals because the childminder provides an appropriate range of activities to develop their knowledge and skills. The childminder has a sufficient knowledge of the early learning goals to enable her to meet the individual needs of the children in her care. Appropriate policies and procedures ensure that children

feel and are kept safe. They follow hygiene routines after visits to the bathroom, however, not all children wash their hands before lunch and snack times. The childminder uses basic hygiene procedures when she is involved in nappy changing routines.

Outdoors, the children have access to a range of resources including a playhouse, ride-on toys, tricycles, slides and rocking horses. They enjoy using the balls to throw and kick. Children develop their physical skills well and supplement this with regular visits to playgroups and to the local park. Resources are adequate, regularly checked for suitability and rotated due to the number that are available. They are developmentally appropriate to meet the needs and interests of the children. There is a balance between child-initiated and adult-led activities. Children are able to self-select resources available to them, whilst the childminder leads activities, such as story time with the children. There are, however, missed opportunities to develop learning through activities. For example, when playing with the cars and garage, children are not asked about the colour, position or number of cars. Another example is when a child asked for water to wash the dolls but was told that it was too cold outside to put the water out, however, no indoor alternative was offered. Children enjoy talking on 'mobile phones' and hold imaginary conversations with their parents. Mark making resources are freely available. They eagerly participate in activities such as leaf collecting followed by leaf printing.

Planning of experiences for children and the observation of children's progress has been recently introduced but is still in its early stages. The childminder has been working with the local childminding coordinator to develop planning. She currently uses a weekly planning sheet that encompasses the children's needs and interests. She does not, however, evaluate the plans or include next steps for learning. Observation is now being undertaken on a monthly basis but observations are basic and do not focus on particular aspects of the early learning goals. For example, exploring leaves and leaf collecting in the local park is not focused on knowledge and understanding of the world. Children have learning journals that include photographs linked to the areas of learning, observations and samples of their work. The use of observation and assessment to inform planning is in its infancy and this is a priority area that is currently being developed.

Children behave appropriately, as the childminder gently reprimands them when they use inappropriate language or behaviour but does not always take the opportunity to model appropriate language. The children are beginning to be responsive to the needs of each other and say sorry if they have acted inappropriately. An awareness of diversity is developed through the exploration of some resources used to promote positive images. The children play with small world resources and books and celebrate events, such as birthdays and Halloween. The childminder prepares home-made and generally nutritious snacks and meals each day. Drinks are freely accessible to the children to ensure that they remain hydrated. Children benefit from the free access to fresh air and exercise in the garden. The childminder is sensitive to their needs for quiet times and sleep times.

## 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:

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:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 07/11/2011

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 early years section of the report (Suitability and Safety of Premises and Equipment). 07/11/2011