

Inspection report for early years provision

Unique reference number	316055
Inspection date	11/10/2011
Inspector	Emily Wheeldon
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1982. She lives in the family home in Heywood. Most of the downstairs, upstairs bathroom and bedroom is used for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered to provide care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also minds children aged over five years to 11 years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is able to take and collect children from the local primary school. The childminder has attained a quality assurance award through the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a sound knowledge of the learning and development, and the welfare requirements of the Early Years Foundation Stage. Policies are shared with parents when children start for the first time, but not all documentation is complete which is a breach of the welfare requirements. She knows the needs of the children and plans activities around their interests. Children feel safe and secure and enjoy learning about their local area and the world around them. The childminder works sufficiently well with parents and staff from other settings to meet the needs of the children. The childminder has completed a self-evaluation of her practice and is committed to improving and developing her service.

What steps need to be taken to improve provision further?

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

- keep written records of all medicines administered to children, and inform parents (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 31/10/2011
- maintain risk assessments that identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects; and when and by whom they have been checked (Suitable premises, environment and equipment). 31/10/2011

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

- practise regular evacuation drills and record details in a fire logbook of any problems encountered and how they were resolved
- organise resources to ensure children have some independence and control over their learning to keep their interest and to 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. She is familiar with child protection and has the appropriate contact details available should she be concerned about a child. Children are kept safe whilst in the childminder's care because she supervises the children well. The childminder assesses risks in the environment by doing a visual check, however does not maintain a record of hazards and risks that need to be checked on a regular basis, which would further enhance children's safety. The childminder keeps written records of medicine being administered, however does not give details about how much in terms of dosage. Signatures from parents are also required to ensure children are safeguarded efficiently. The childminder practises fire drills with the children on a regular basis, although she does not keep a detailed record of problems encountered which means children's safety could be at risk.

Children enjoy a learning environment which consists of a lounge, kitchen, rear porch and back garden. The childminder makes appropriate use of the space and alternates toys and equipment for different activities. Resources are organised, however some are not easily accessible to children which inhibits their independence and creativity. The outdoor space provides children with fresh air and exercise, using a selection of wheeled toys, rockers, bats and balls, and a large trampoline. The childminder has some resources which promote equality and diversity. The childminder shares information about what their child has been doing with parents on a daily basis and keeps a written record in a communication book. Parents are given the policies when their children start to keep them informed and are encouraged to share details about their children's development. The childminder also shares information about children's learning and development with other settings to ensure continuity. The childminder has addressed recommendations from her last inspection promptly and effectively. For example, she has extended activities and the range of natural resources used in play. This means that children can investigate objects and materials using all of their senses. She has also increased her resources which promote positive images of disability so that children can find out about similarities and differences in our diverse society. The childminder keeps up-to-date to improve her practice.

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

Children enjoy a variety of activities in the setting, on outings, as well as in the local parent and toddler group. The childminder ensures she covers all areas of learning so that children get a broad and balanced curriculum. The childminder has

a good understanding of the needs of children and records her observations in the form of photographs accompanied by written notes. Her observations are linked to the areas of learning and she knows how to plan next steps in children's learning towards the early learning goals. The childminder shares her observations with the parents and children get to keep duplicate photographs in a scrapbook so they can recall past experiences.

Children are happy and content with the childminder and demonstrate good communication skills, for example they make her aware of the need to go to the toilet. The childminder knows the children well and responds to their needs by providing activities which they enjoy. Children demonstrate confidence in operating information and communication technology equipment, for example, children turn on CD's to play music and sing along with enjoyment. A variety of books, including ones that promote positive images of our diverse society, are accessible and well used. Children particularly enjoy pop-up books and are interested in finding out how pop-up books are made and work. Children develop manipulative skills as they learn to hold and fit jigsaw pieces together which helps them to problem-solve. Children are encouraged to be creative and experiment using different media, such as leaves collected from the local park and paint to create leaf prints. Resources such as two-dimensional shapes and number jigsaws encourage children to match and name shapes and recognise numerals. Children are given opportunities to play imaginary games using role play equipment. The doctor's bag and various hats are a hit with the children, as they talk excitedly about the contents of the doctor's bag and show that they know what each instrument does. For example, they tell their friend that, 'This one goes in your ear.'

There are opportunities for the children to engage in a range of physical activities, indoors and out, however not all children receive the benefit of the outdoors as they prefer to stay inside. Children show an understanding about healthy lifestyles. They follow appropriate personal hygiene routines and understand the need to wash hands after using the toilet so they do not get germs. Children benefit from healthy snacks of fruit and healthy meals provided by the childminder. Children are independent and will select their own fruit cutting pieces in half. Children are secure in the setting and show a strong sense of belonging. In the main, children generally know how to behave and are aware of the boundaries. Children make some choices about their learning and show an interest asking questions about things around them. They show some understanding of the society in which they live and the wider world through looking at books that promote equality and diversity. Children are gaining an awareness of staying safe, for example they know to leave by the back door and wait in the garden in the event of a fire.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 (Records to be kept) (also applies to the voluntary part of the Childcare Register). 31/10/2011

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 early years section of the report (Records to be kept). 31/10/2011