

Inspection report for early years provision

Unique reference number	307417
Inspection date	17/10/2011
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 has been registered for approximately 40 years. She lives with her two adult children in the Walkden area of Salford. The property is within walking distance of shops, parks, a library, schools and colleges. All of the ground floor with toilet facilities is used for childminding purposes. There is a fully enclosed garden available for outdoor play. The family have a pet cat.

The childminder is registered to care for no more than four children under eight, not more than three of which may be in the early years age range. She is currently minding four children in the early years age group on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and compulsory part of the Childcare Register.

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 well met and they enjoy a range of indoor and outdoor activities. Partnerships with parents are good and ensure children's needs are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. The childminder demonstrates a sound capacity towards continuous improvement, although, does not actively seek training opportunities to improve her practice.

What steps need to be taken to improve provision further?

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

- obtain a current paediatric first aid certificate
approved by the local authority and consistent with
the guidance set out in the Practice Guidance for the
Early Years Foundation Stage (Suitable People) (also
applies to the Childcare Register)

31/10/2011

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

- use training made available by the local authority and other sources to further support practice.

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. Correct procedures are followed if there are any significant concerns and she knows how to contact relevant agencies. This means that children are suitably protected in the setting. All policies, procedures and child records that are required for the safe and efficient management of the provision are maintained. However, the childminder does not hold a current first aid qualification. This is a breach of the legal requirements and puts children at risk.

Children use a wide range of resources which are easily accessible. This ensures they are able to select and make choices independently. The resources and play materials represent the local community and the wider world, resulting in children developing a positive attitude to similarities and differences. The childminder has a basic food hygiene certificate and has attended some relevant courses to support her practice. She looks for ways to improve her provision for the children, however, does not effectively seek support from her local authority or network meetings in order to keep up to date. She has addressed previous recommendations promptly and effectively. For example, she has worked hard to organise children's records in to an accessible system and has devised and practised emergency evacuation procedures with the children. This means that children make good progress and are kept safe.

The childminder knows each child's interests and abilities and endeavours to cater for their individual needs. She welcomes children from all backgrounds 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. Partnerships with parents are good because the childminder keeps them informed about their child's progress towards the early learning goals. She talks to parents and completes a communication diary which highlights what children have been doing and where they have been during the day. She is interested to know what children do at home and incorporates parents' comments into her planning. The childminder shares her observations with the parents and they contribute their observations of their children at home. This ensures continuity of learning and demonstrates a good partnership between the parent and the childminder.

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

Children enjoy a variety of activities in the setting and on walks to the local park and library. The childminder ensures she covers all areas of learning so that children get a broad and balanced curriculum. She 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. She knows how to plan next steps in children's learning towards the early learning goals. This means that children make good progress.

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. For example, children sing along to a favourite songs DVD and shake maracas. They are familiar with songs and rhymes and join in refrains, for example, while listening to 'We're going to the zoo', children sing 'zoo, zoo, zoo'. Age appropriate books offer children the opportunity to press buttons and they express delight when they realise that they produce different sounds. This means children are finding out how things work. Children develop manipulative skills as they learn to hold shape cutters and make imprints and patterns in play dough. Children are encouraged to count at every given opportunity, for example, they count out sausages on dinner plates and problem solve when working out how many plates to put on the table at meal times. Children experiment using different stamps and paints to make marks on paper. Events, such as the Royal Wedding are celebrated and children get involved by making their own bookmarks and flags to commemorate the occasion. This enables children to find out about the world they live in.

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. The childminder provides children with individual face cloths to avoid cross-infection. Children benefit from healthy snacks of fruit and healthy meals provided by the childminder. They get plenty of fresh air and exercise because they use the garden regularly and go on walks to the local park. Children are secure in the setting and show a strong sense of belonging. They generally know how to behave and know the boundaries, but sometimes need reminders. Children make choices about their learning and are encouraged to be independent, for example, they hang up their own coats and take shoes off in the hall. 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 wait for the green man when crossing the road.

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	3
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	3
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:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 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 (Welfare of the children being cared for) 31/10/2011