

Inspection report for early years provision

Unique reference number	307397
Inspection date	09/11/2011
Inspector	Diane Hawkley-Holt
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 has been providing care for children for thirteen years and is registered to care for a maximum of six children at any one time under eight years. There are currently eight children attending on a part time basis, of whom six are in the early years age range. The childminder does not provide overnight care. Childminding takes place from a two bedroomed semi-detached house in the Little Hulton area of Salford, Greater Manchester.

The lounge, kitchen, laundry room and a large enclosed back garden, on the ground floor and the front bedroom and bathroom on the upper floor are registered for minding purposes. There are currently six children in the early years range on role. There are no pets. The childminder makes full use of local amenities such as a toddler group, she also takes the children to the local park and library. The childminder is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the setting is satisfactory. Children's individuality is appreciated and well supported, as the practice is inclusive. Most policies and procedures are established and clear, which results in the promotion of children's welfare being generally good. The childminder has a basic understanding of most of her strengths and areas for improvement in her setting and takes steps to continuously improve her service. She has built strong relationships with parents and other professionals to promote secure and consistent care for children who are making progress in the setting.

What steps need to be taken to improve provision further?

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

- ensure all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum (Suitable premises, environment and equipment) 23/11/2011
- ensure Ofsted are notified in writing of any changes to staffing (The welfare requirements) 23/11/2011

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

- develop further systems for tracking children's progress towards the early learning goals

- develop further systems for reflecting on practice and self-evaluating in order to continue to improve the quality of provision for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected in the setting because the childminder is knowledgeable about local safeguarding policies and has sufficient procedures in place to manage any concerns she may have about children in her care. The childminder and her family are appropriately vetted and are safe and suitable to work with young children. However, the childminder failed to notify Ofsted of a change in staffing, this is a breach of the conditions. The childminder carries out regular safety checks and there are basic risk assessments that cover most of the settings activity. Nevertheless, not all of the equipment outdoors is suitable and safe to be used by the children. This is a breach of a legal requirement. This means that most of the areas used by the children are safe and children are able to move safely and freely around most of the setting. The childminder has a basic understanding of the Early Year's Foundation Stage and uses this to support children in their learning. The environment is well organised and accessible to the children. The equipment is altered to suit the children's interest and ability. The childminder adds a threading screen to enable children to practice threading. This means that they are able to make progress in their development.

The childminder is aware of most of her strengths and weaknesses. She has attended a training session on healthy eating, she used this training to improve the healthy eating opportunities for children in the setting. She continues to set some appropriate targets. The childminder forms close working relationships with parents and carers. In the main there is a generally good induction process. The childminder obtains useful information from the parents on how best to look after their children. This means that parents' wishes and children's individual needs are effectively met. The childminder records the children's progress by carrying out observations, occasionally taking photos and recording children's development. Parents are encouraged to share the progress from home with the childminder, this means that parents can become involved in their child's learning and each child is supported in making progress towards the early learning goals. Appropriate relationships with the local authority and local playgroup are well established and contribute to supporting children's welfare and learning. The childminder has an appropriate equal opportunities policy and the setting is well resourced with a variety of equipment. She considers all children as individuals and plans for their unique interests and needs. This means that the majority of individual needs of children are met and all children are included fully in the life of the setting.

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

Children are guided by the childminder to use the equipment safely and to clear up areas after use. The children feel safe and secure as they are encouraged to follow

safe evacuation procedures. Children feel safe to take appropriate risks when using the bikes and see-saw as they are given clear safety guidance by the childminder. Children's good health is promoted because the childminder provides a clean and homely environment where children develop some independence with their personal care. For example, they know to wash their hands after using the toilet and children are provided with their own face cloths. Children are protected from cross-infection as they use wet wipes to clean their hands if they sneeze. There are sufficient procedures in place for recording accidents and administering medication, which promotes children's good health. They learn the importance of healthy eating because they are provided with healthy meals and fruits, which they thoroughly enjoy and the children are able to choose their favourites. Children can choose from fresh drinks of milk and water all day. Children enjoy the benefits of fresh air and exercise. Children's physical skills are well developed because they have a garden to play in which is equipped and secure. They also have regular trips to the park and toddler groups, which contributes to their good health.

The childminder observes the children and she records some of their progress through pictures and comments. However, children's actual progress towards the early learning goals is less well tracked. This means that children are less well challenged to progress to their full potential. Nevertheless, children are making progress in communication language and literacy as the childminder spends time speaking to the children and encourages communication between the children. Children access a wide variety of books and there are many opportunities for children to write and record their own learning. The children also use technology regularly in the setting using electronic equipment such as keyboards, 'cause and effect' and talking toys. Problem solving reasoning and numeracy is embedded in all activities offered especially during counting and sorting activities that the children take part in. Consequently, children are making steady progress towards the early learning goals in all six areas of learning.

Children behave well in the setting because the childminder gives clear explanations and sets appropriate boundaries. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. Children are encouraged to respect each other's things and to share and take turns. This is because the childminder makes effective use of books and activities to introduce new ideas and promote diversity. For example, the children enjoy decorating bags to celebrate Mother's Day and having a picnic for St Patrick's Day.

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	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	2
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	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:	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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