

## Inspection report for early years provision

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<b>Unique reference number</b>	316063
<b>Inspection date</b>	19/12/2011
<b>Inspector</b>	Helene Terry
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered since 1994. She lives with her husband and two adult children in a property in Rochdale, Lancashire. Areas of the home used for childminding purposes include the dining kitchen and adjacent room, plus the bathroom on the ground floor. The garden is used for outdoor play. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. At present, she has two children on roll within the early years age range. The childminder also offers care to children aged over five years. The childminder takes children to and from the local school. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and development are suitably enhanced as they benefit from a range of interesting, age-appropriate activities. Overall, their welfare is promoted in a generally safe, friendly and homely environment where their individual needs are taken into consideration. The childminder has built sound relationships with parents and demonstrates a good awareness of the need to work with others to support children's development. Although the childminder has basic systems in place for self-evaluation, these are not robust enough to clearly identify all areas for development and have led to some welfare requirements not being met. However, she demonstrates a sound determination to continually look for ways to improve the quality of the provision that she offers.

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

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

- make a record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 03/01/2012
- ensure that a clearly defined procedure for the emergency evacuation of the premises is in place (Suitable premises). 03/01/2012

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

- ensure that the record of risk assessment includes any outings and trips

- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- develop further systems to match observations of children to the expectations of the early learning goals across all six areas and use these observations to identify learning priorities, then plan relevant and motivating learning experiences for each child
- develop further the use of self-evaluation processes as the basis for ongoing internal review; assessing what the setting offers against robust and challenging quality criteria, such as the Early Years Foundation Stage.

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

Children are effectively safeguarded because the childminder has a sound understanding of child protection issues and has the Local Safeguarding Children Board procedures to hand. All adults in the home are vetted to ensure their suitability. The childminder has a range of policies and procedures that effectively underpin the setting. These are also shared with parents to promote children's health and well-being. Although the childminder visually checks the home for safety, she does not maintain a record of risk assessments. This does not meet the welfare requirements. She also considers aspects of safety during outings, however, she does not maintain a record of safety checks. The childminder also does not meet the welfare requirements owing to not having a fire evacuation procedure in place. This potentially affects the safety of the children.

Resources are easily accessible and in good condition. They are used effectively to help children learn and develop. The environment is inclusive and meets the needs of all children. There are some resources that represent positive images of diversity to enable children to feel welcome and help them learn to respect people's differences and similarities.

The children benefit from the suitable partnership with parents and carers. The childminder is aware of the importance of involving parents and carers and constantly consults with them, ensuring they are kept fully informed of how their children spend their time with her. This is achieved through regular chats. The childminder gathers relevant information from parents when their children first start to ensure individual children's routines are adhered to and their needs are met as part of the inclusive setting. She liaises well with the local schools that children attend to promote continuity of care and learning and she has worked with other agencies involved in children's welfare, such as speech therapists and physiotherapists, to promote their individual needs.

Systems for evaluating and monitoring the effectiveness of the setting are in the early stages of development. The childminder overviews her provision and gains parents' and children's views through discussions. However, systems are not rigorous enough to identify strengths and areas for improvement. She has addressed the recommendation identified at the last inspection to enhance children's welfare.

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

Children enjoy learning about the importance of developing a healthy lifestyle. They have opportunities for physical play in the fresh air, in the garden and at the local park. They enjoy healthy and nutritious snacks and their individual dietary needs are respected in line with parents' wishes. On arriving from school they tuck into a platter of chopped fruit and vegetables, cheese and crackers. They learn about healthy eating through daily activities, for example, children readily identify food that is good for them and food that should be taken in moderation as they play with the toy food. The good hygiene practices implemented by the childminder ensure that children learn about the importance of washing hands to minimise the spread of infection. Children also learn how to keep themselves safe, for example, they learn about 'stranger danger' and how to cross roads safely when on outings. However, children do not currently take part in fire drill practises, which prevents them from understanding what to do in an emergency.

Children are making suitable progress in their learning and development because they benefit from an interesting range of activities. The systems in place to observe and assess children's learning and development are still in the process of being developed. Observations of the children are not linked to the six areas of learning and there are no means of tracking children across all areas of learning towards the early learning goals. Children's next steps in learning are not clearly identified, and therefore do not robustly inform planning. This affects the childminder's ability to ensure that children reach their full potential. However, activities take into consideration children's interests and their general abilities, and the childminder follows suggestions from the school to help children progress in their literacy and problem solving, reasoning and numeracy skills. For example, reception-age children enjoy reading their books with the childminder and they are given lots of praise and encouragement for identifying specific words that they are learning in school, which the childminder has placed on the wall in her kitchen.

Children have lots of opportunities to explore using their senses as they play with the paint, glue and collage materials. They build using a range of construction activities and enjoy making patterns from beads. They play lots of group games to help them develop social and cooperative skills, as well as games to develop numeracy skills, such as bingo. Children are treated with respect and their confidence is encouraged and nurtured through daily activities and routines. The childminder works well with parents and teachers to promote positive behaviour with the children, which enhances continuity of care and development.

## 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	2
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	2
The extent to which children make a positive contribution	2
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:	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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