

Inspection report for early years provision

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| Unique reference number | 316057 |
| Inspection date | 31/10/2011 |
| Inspector | Shelley O'Brien |
| 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 since 1990. She lives with her son in the Norden area of Rochdale. The playroom and kitchen on the ground floor are used for childminding activities. First floor rooms are not used, with the exception of the bathroom. There is a safe and secure garden for outside play. There is a range of local amenities nearby which the childminder visits with the children.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time and is currently minding four children, of whom one is in the early year's age group who attends on a part time basis. The other children attend before and after school. The Childminder works term time only.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting generally promotes safety and welfare of the children however one of the legal requirements has not been met. Children are making satisfactory progress in their learning and development. They are well supported and cared for by the childminder. The provision for children's learning and development is not yet fully in place with regards to systems for observation, planning and assessment. The childminder has established partnerships with parents and the local school to enhance the children's welfare.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment for all aspects of the environment including when it was carried out and by whom. Regularly review the risk assessment, at least once per year. (also applies to both parts of the childcare register) 28/11/2011

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

- implement an assessment system in order to gain an overview of the children's learning towards the six areas of learning and use this to plan the children's next steps
- continue to review the setting by implementing a self assessment system.

The effectiveness of leadership and management of the early years provision

The childminder has sufficient knowledge of the Early years foundation framework. She is aware of the children's starting points and can identify resources to support the children's next stages of development. The childminder's home is suitably organised to give the children opportunities to become independent and build their confidence. Most written documentation is in place to support the health and welfare of the children. However, there are no risk assessments for the setting in place to minimise hazards to the children. This is a breach of the welfare requirements.

The childminder is committed to ensuring the children are comfortable and happy in her home. She is also committed to meeting the children's individual needs. They are given time to settle in and information about the child's starting points and interests are gained through daily communication. She is fully conversed about the six areas of learning and understands how children learn and develop. Activities on offer support the children's development in all areas. However, there are no systems in place to record the children's starting points and next steps of development.

Partnerships with parents have been developed and links made with the local schools. This means learning opportunities for the children are communicated with all early years providers who have contact with the children. Recommendations from the last inspection have been met and the childminder knows what she would like to achieve in the future. However, there is no effective self-assessment process in place to monitor and review her practice.

The childminder understands her role in safeguarding and is aware of the procedure to follow if she has concerns about a child in her care.

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

The children are happy in the childminder's care and are welcomed into a clean and bright environment. There is dedicated play space for the children and they have access to an enclosed garden area for outdoor opportunities. A suitable range of resources are available which help the children to make steady progress in their learning. Resources are generally accessible to the children and are rotated on a regular basis. The childminder understands the requirements of the early years foundation stage and offers activities that meet the six areas of learning. She also offers activities that will challenge the children to support them in moving forward in their development. For example, she has a range of toys for various ages and abilities that she offers to the children to support learning. The childminder has supported children who have special educational needs and/or a disability. Regular communication with the parents and school helps her to meet their individual needs and adapt practice as needed.

Children have plenty of opportunities to promote their personal and social development. They are confident in their environment and inquisitive about activities and everyday situations. Children recreate activities they have observed and role play the situations. For example, a child places her dolls and teddies into the pram taking them for a walk, drinks are also offered to the child's babies. This shows the children are developing in their knowledge and understanding of the world. Mathematical and communication development is also fostered throughout the day. The childminder offers a range of puzzles that take discussion and concentration, this means the children talk about what they are doing and how things fit. Soft rhymes are played though out the day and the children can be heard spontaneously singing their favourite songs as they play.

Childrens health and wellbeing is sufficiently promoted. Children learn the importance of hygiene and clean their hands as part of their daily routing prior to eating. They enjoy and achieve well as the childminder is aware of their needs and offers activities that are both challenging to them and of interest. For example, the childminder gives small tasks to the children to help them move forward and challenge their development. Children feel safe in the childminder's care because she ensures the environment is secure and teaches the children about the importance of keeping safe. For example, she talks to the children about inappropriate behaviour and the reasons why it is not acceptable. The childminder communicates with the children throughout the day and encourage them to respond. As a result the children are beginning to understand questions being asked of them and how to express their needs.

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

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| 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

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| 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

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| 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

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| 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 |

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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 (Records to be kept) 28/11/2011

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 (records to be kept) 28/11/2011