

Inspection report for early years provision

Unique reference number	EY406808
Inspection date	09/02/2012
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and two adult children in Rochdale, Lancashire. The living room, dining kitchen and toilet on the ground floor of the childminder's house are used for childminding.

The childminder is registered to 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 offers care to children over five years. The childminder is registered by Ofsted on the Early Years Register and 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 are happy and settled in the childminder's care and their individual needs are met reasonably well. Observations are recorded but not linked to the developmental milestones in order to track progress. Welfare requirements are mostly met although some significant documentation is not in place. Information is shared with parents every day and contact with the childminding team is adequate. A system for evaluating the childcare practice is developing and the childminder is keen to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- request written permission from parents for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 23/02/2012
- obtain information from parents about who has legal contact with and parental responsibility for each child (Safeguarding and promoting children's welfare). 23/02/2012

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

- provide opportunities for children to be outside on a daily basis
- analyse observations of children's achievements to track their progress and plan for the next steps in their learning
- carry out regular evacuation drills and record the details of any problems encountered and how they were resolved in a fire log book
- involve parents in practical ways to support their children's progress and

development.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate knowledge of safeguarding procedures. As a result children are kept safe. She is aware of her duty to contact relevant agencies should she be concerned about the welfare of a child. Suitable policies and procedures for the safeguarding of children are in place, and these are shared with parents. The childminder carries out daily safety checks in her setting and assesses potential risks on trips to the local park. As a result risks to children are minimised. However, the childminder does not have prior parental permission for emergency advice or treatment, or information about who has legal contact with the child. Therefore she lacks the required information to deal with emergency situations effectively.

Children have access to a suitable range of resources which are age appropriate. The childminder ensures she alternates toys on different days so children are kept interested. Children can self select toys so they become independent and inquisitive learners. The childminder has a level three in childcare and is familiar with the learning and development requirements of the Early Years Foundation Stage. This means she is able to meet the individual needs of children. Equality and diversity is adequately promoted in the setting. For example, the childminder speaks fluent Urdu and English and translates words for children who speak English as an additional language. The childminder knows who to contact to ensure that the needs of children with special educational needs and or disabilities are met.

The childminder is beginning to focus her attention on improving her setting. She is committed to developing her service and meets with a childminding adviser. She is also in touch with local childminders to keep up to date with new initiatives and improve her practice. She has addressed previous recommendations promptly and effectively. For example, she now gathers information from parents about their children when they first start. This ensures the childminder knows the routines of individual children so that she can meet their needs in her setting.

The childminder speaks to parents on a daily basis about what the children have been doing and shares information about meal and sleep times. They are encouraged to share their ideas and observations of their children at home. However, the sharing of information with parents about children's learning and development is not utilised to maximum effect. This is because parental observations are not effectively incorporated in the planning of activities to meet children's individual needs. Whilst limited partnerships are in place, the childminder understands the value of working in partnership with other professionals to meet children's needs.

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

Children enjoy spending time with their childminder and are relaxed in her company. The indoor space in the setting is spacious allowing children to explore and move around freely. The childminder observes children playing, takes photographs and makes notes about the learning taking place. The observations are adequate and as a result the childminder is able to plan activities in line with their individual interests. However, observations are not very systematic and are not sufficiently linked to the areas of learning to ensure that all areas of development are covered and planned for. Also the observations do not clearly identify the next steps in children's learning to ensure children are supported in reaching their full potential.

All children have a close relationship with the childminder because she ensures their care needs are met. For example young children snuggle in for comfort when they are feeling tired. Young children develop a love for books as they are encouraged to choose their own books from a bag, pointing to pictures of interest. Opportunities for children to develop problem solving, reasoning and numeracy are incorporated in activities. For example they listen to songs such as 'Five little monkeys jumping on a bed' and count to five on their fingers. Children successfully fit construction blocks together to make a tower and demonstrate adequate coordination skills. Electronic toys such as electronic keyboards are available for children to use to develop their skills in information, communication and technology. This also equips them with skills for the future. Resources that promote equality and diversity are generally used well to support children's understanding of different cultures and beliefs. For instance, children dress up and eat samosas for Eid.

The childminder is aware of the importance of children adopting healthy lifestyles and children benefit from the home-cooked and balanced meals provided. Young children are independent and are encouraged to help themselves to water in drinking cups. Children occasionally access the outdoors when they go on trips to the park because the childminder's garden is out of use. However, trips and opportunities for children to be outside are not explored on a daily basis. As a result children do not receive the health benefits of daily exercise, fresh air and opportunities to develop physical skills such as climbing and running are limited. Through consistent supervision children are settled and children are kept safe. Children begin to learn how to keep themselves safe. For example, they know they must stay close to the childminder when they walk in the park. However, whilst an evacuation procedure is recorded in the policy file, the childminder has not yet practised it with the children to enhance their understanding. Children behave well and respond well to childminder's praise for good behaviour.

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
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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	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:	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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