

Inspection report for early years provision

Unique reference number	EY295534
Inspection date	23/03/2012
Inspector	Julie Firth
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 was registered in 2004. She lives with her husband and children aged 11 and seven years old in the Worsley area of Salford. She works with a registered assistant occasionally. The whole of the ground floor, which includes the lounge, conservatory and the kitchen/dining area and one bedroom is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending, who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and those who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming suitably safe, environment in which children's welfare is promoted. Children are happy as they join in some fun activities. However, some policies and procedures in the setting are not organised effectively. Planning, observation and assessment systems are in the early stages. She is establishing a partnership with parents, they are consulted and are kept informed of their children's daily routines. She liaises with the local school but the link is not effective to enhance continuity of learning and care. The childminder is beginning to understand her strengths and weaknesses and is starting to use self-evaluation to monitor the service provided. She has the capacity 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:

- implement an effective safeguarding policy to include the contact details for the local safeguarding board (Safeguarding and promoting children's welfare).
- 09/04/2012

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

- add more detail to the risk assessments of the premises and undertake regular fire evacuation practise with the children
- gain a better knowledge of the Early Years Foundation Stage to enhance planning, observation and assessment
- develop systems to ensure an effective link with the local schools to enable continuity of care and education.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable understanding of the signs and symptoms of abuse. She demonstrates through discussion an awareness of what to do if there are concerns about a child's welfare. She has undertaken recent training. However, she has no clear policy to follow and is not aware of the contact number of the local safeguarding board. This is a breach of regulation. Official identification documents are thoroughly checked before any person not known at the setting is allowed to enter. The premises are safe and risk assessments have been conducted for some of the areas of the premises used for childminding. However, these are not detailed enough to cover all areas of the home. Trips are thought out well to enable children to be safe in the community.

The childminder is working to provide a stimulating learning environment for children. The room conservatory area displays some children's work. Toys are age-appropriate and suitability accessible in all rooms to allow children to acquire new knowledge and skills. The childminder strives to provide a service that is inclusive to both families and children. Her experience as a special support assistant in a local school reflects on her practise of welcoming children with special educational needs and/or disabilities into a sharing and inclusive environment. Furthermore, she is starting to adapt her activities and areas to meet their individual needs. New children are settled in gradually and she obtains all relevant information from parents to ensure their welfare needs are met. The childminder also works with parents to identify and agree children's starting points and builds on their likes and interests. Parents are beginning to contribute to their children's learning and during interviews they state their children are settling well into their new surroundings.

The childminder keeps up to date with some training and is aware of the Early Years Foundation Stage. She cares for children at present in the early years age group, who attend the nursery class in school all day. Although, she liaises with the school during daily communication, systems are not effective to ensure the continuity and care of education and learning. She is aware of her strengths and weaknesses and she is beginning to use self-evaluation to monitor her service. Through discussion, she demonstrates that further organisation of her policies, procedures and planning will enhance better outcomes for children.

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

The childminder has an adequate understanding of the underlying principles of early years practice and children take part in fun activities. She has an understanding of children's likes, dislikes and capabilities. However, planning observation and tracking of children's progress are not linking to the six areas of learning. Sessions after school provide children with a sufficient balance of rest, learning and play. Children play happily together and enjoy the time that they spend with the childminder. Their personal skills are promoted as they make friends and learn to follow instructions as they tidy away their toys. This helps to foster their confidence and independence. Children access some mark-making materials and have opportunities to write and draw a picture. They enjoy a story with the childminder and feel confident to speak to her making their needs known. Children have a few first hand experiences to learn about the natural and wider world and take a trip to the park. A few activities are planned to celebrate festivals around Divali and Chinese New Year. The childminder gives them some opportunities to count, such as during song time and in everyday situations. Furthermore, children dance to music, create a collage using glue and glitter and play imaginatively with the dolls. Toys in the childminder's garden give children adequate opportunities to play in the fresh air.

Children benefit from being cared for in a home, which is clean and warm. Hygiene routines are followed to ensure children's health is promoted. For example, children are fully aware of hand washing before snack time and they are offered a nourished diet. Displayed menus indicate some home-made foods, such as, baked potatoes, cheese, beans and fruits. Drinks are available as they play indoors and outdoors. From an early age, children learn the importance of sharing and taking turns. Children behave well and the use of praise and reward helps their self-esteem. The childminder acts as a good role model for the children and they receive clear messages about expected behaviour. She talks to the children about safety when they walk from school. Furthermore, the childminder's own children help the younger children to engage in activities. There is a fire drill in place, but this is not practised enough to enable new children to become aware of the emergency evacuation procedures.

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

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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:

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 (Arrangements for safeguarding children). 09/04/2012

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 (Arrangements for safeguarding children). 09/04/2012