

Inspection report for early years provision

Unique reference number	EY359736
Inspection date	20/03/2012
Inspector	Jane Wyncoll
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).

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 was registered in 2007. She lives with her husband and four children aged nine, eight, seven and two in the East Didsbury area of Manchester. The whole of the ground floor and upstairs bathroom 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 childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range with not more than one child under one year. One child currently attends who is within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment and builds caring, positive relationships with individual children. She works especially closely with parents and carers to ensure children's welfare is effectively supported. The childminder provides a range of appropriate activities so that children make sound progress in their learning. Most policies and procedures are in place and followed, which keeps children generally safe and secure. The childminder is able to access support from other professionals should this be necessary. She recognises the importance of reflecting on her practice and has identified some areas for development to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure there is always at least one person on the premises when children are present who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).
- 04/04/2012

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

- review the safeguarding policy and procedures to ensure they are in line with current Local Safeguarding Children's Board (LSCB) guidance
- develop the use of a self-evaluation process to continually look for ways to improve the quality of learning, development and care offered

- increase understanding of the Early Years Foundation Stage so that observations can be used to form views of where children are in their learning, where they need to go, and the most effective practice to support them in getting there.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her role and responsibilities in safeguarding children. She knows what to do should she have concerns about children in her care, although she does not hold current details of who to contact. The childminder conducts risk assessments to minimise hazards to children, both in the home and on regular outings. She has appropriate measures in place, such as cupboard locks, smoke alarms and safety gates to protect children. Necessary permission is obtained from parents for administering medicines and accessing emergency medical treatment. Procedures for recording accidents are in place so that minor injuries are dealt with appropriately. However, the childminder's first aid certificate has expired and she is in the process of renewing this, which means children are not protected as well as they might be. This is a breach of the specific welfare requirement.

The childminder has a range of good quality toys and resources. These are stored so children can easily access them independently. She understands the importance of enabling equal opportunities for all children and provides resources and activities that reflect different cultures. Children have regular access to outdoor play in the well-resourced garden area. They also make regular visits to local parks and attractions. The childminder is in the early stages of reviewing and evaluating her practice. She is aware of the importance of continuous improvement and is interested in further training to improve her knowledge and skills.

Close relationships are formed with parents, which effectively support children's learning and development. The childminder obtains a great deal of information about children's routines and needs during initial meetings, so she is able to help children settle quickly. Parents have regular opportunities to look at children's folders and discuss their progress. This helps them to be involved in their child's learning. Comments about children's current interests at home are gathered from parents and used by the childminder to plan future activities. This helps children experience a consistent approach to their care and learning. The childminder is aware of the importance of developing partnerships with other providers, if children attend more than one setting. She knows she can access support and advice from other childminders and her local authority to enable her to provide for children's additional needs.

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

Children are relaxed and confident in the childminder's care and are making sound progress in their learning and development. The childminder responds to children's

interests. For example, she provides activities and resources to support their fascination with emergency vehicles. She records children's activities through photos and comments and makes sure these cover all the Early Years Foundation Stage areas of learning. However, observations of children's learning are not always used to help plan for their next steps, which means they may not make as much progress as they could. Children's language and literacy develops well as they have opportunities to play with magnetic letters and to help write their names in Mother's Day cards. They explore being creative as they draw, make marks and stick on collage shapes. Cutting up pretend foods for the role-play cooker and playing with model cars means children develop their imaginations. They experience the world around them as they explore the basket of natural and sensory resources, talking about the feel and shape of the objects. The childminder helps children count items and find all the round shapes, so they develop their mathematical understanding.

Children show they are aware of keeping safe when they talk about scissors and say 'they are sharp'. They learn about road safety because they colour in pictures of the 'lollipop person' and then practise crossing the road with the childminder. Children gain a very good understanding about leading healthy lifestyles. They learn to wash their hands before eating. They remember to put their hands in front of their mouths when they cough, so they don't spread germs. They have opportunities to be physically active on the swings and slide or kicking the footballs in the garden. Sometimes they attend dance sessions at a local art gallery. A wide range of healthy fruit and vegetable snacks are provided. Children eagerly choose bananas and strawberries and then colour in one of their 'five-a-day' spots on the chart. Growing their own tomatoes and potatoes and going shopping to choose their favourite melons and pineapples, helps them to learn effectively about healthy eating.

Children behave very well as they follow the childminder's lead in saying 'please' and 'thank you', tidying up and helping to prepare the table for lunch. They learn to share toys with the other children when they attend local playgroups together. Children have opportunities to learn about other cultures. They take part in activities for the Chinese New Year and pay a visit to the 'Chinatown' area of the city. At the local playgroup they have the chance to celebrate different festivals as parents share foods from their cultures. Children use a range of educational electronic toys and games, so they learn about technology. They become familiar with walking to school as they accompany older children each day. This helps prepare them for their eventual transitions to school, which supports their future learning.

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	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	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:

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 Register section of the report(Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register). 04/04/2012

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 compulsory part of the Childcare Register section of the report (Welfare of the children being cared for). 04/04/2012