

Inspection report for early years provision

Unique reference number	318345
Inspection date	18/11/2008
Inspector	Anne Drinkwater

Type of setting	Childminder
------------------------	-------------

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.

Description of the childminding

The childminder has been a registered since 1990. She lives with her adult son in the Chorlton area of Manchester.

The rear lounge, kitchen and bathroom facilities on the first floor are used for childminding purposes. The childminder is registered to care for a maximum of three children at any one time in the early year's age range and is currently has three children on role. The childminder also makes provision for children older than the early years age group which is registered on the voluntary and compulsory part of the Childcare register.

Overall effectiveness of the early years provision

Children are cared for in a welcoming environment, which reflects positive images that represent our diverse society. She is welcoming to all children and their families and works hard to ensure children are settled and secure whilst in her care. There is a good working relationship with parents and they are kept well informed of their children's daily care routines. This creates an atmosphere where children and families feel included and valued. The childminder promotes most aspects of children's welfare with success, ensuring that children are generally safe and secure.

The childminder's systems to monitor and evaluate her provision are at an early stage, and her informal observations and assessments mean children's individual needs and next steps in learning are not consistently planned for.

What steps need to be taken to improve provision further?

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

- further develop systems for linking observations and assessments to the EYFS and use to plan for the next steps in individual children's learning and development
- continue to develop self assessment and use to bring about continuous improvement.

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

- carry out a risk assessment for each specific outing and date, sign and review the record as and when required (Safeguarding and Welfare), also applies to childcare register.

02/12/2008

The leadership and management of the early years provision

The childminder follows sensible policies and procedures to promote children's welfare, learning and development. Her positive attitude towards professional development enhances the quality of her childcare provision. She has a high regard for children's well-being as she attends training to further develop her childcare practices. The recommendation from the last inspection has been addressed and the childminder now has in place a procedure for recording complaints and she has completed a risk assessment of her home. However, risk assessments for each specific outing have not been completed. This is a requirement of registration.

The childminder successfully organises her home to meet children's needs effectively. The well stocked play area enables children to exploit their curiosity and become active learners. Good use of local facilities provides further stimulus.

The childminder provides a welcoming and inclusive service for children and their families. Partnerships with parents are very effective. The childminder encourages new parents to share information about their child, so that she is fully informed about their daily routines. In addition, each child has a folder containing photographs and they are kept informed about their child's welfare and activities through photographic discs and the sharing of daily diaries. The childminder is beginning to make some use of observations, however, systems for planning are not clearly linked to learning outcomes for children and insufficient emphasis is placed on assessing children's learning to track their progress towards the early learning goals.

The childminder works closely with parents and other agencies to ensure children with learning difficulties or disabilities are identified and well supported.

The childminder is beginning to reflect on her practice, she is beginning to make use of self assessment, she has a realistic view of her strengths and areas for development and is committed to improving her practice.

The quality and standards of the early years provision

The childminder has a basic understanding of the learning and development requirements of the EYFS. She relates well to the children in her care and has a sound understanding of what they like and can do. However, she does not formally link her observations and assessments of children to the Early Year Foundation Stage (EYFS) to enable her to plan for the next steps in their learning.

Children have sufficient space to move around and play freely. Space is organised appropriately to meet the needs of the children who currently attend. A balanced range of toys are stored at children's level in plastic boxes. Children can clearly see what the boxes contain allowing them to make informed decisions about their play.

Children are happy, confident and enjoy the time they spend in the childminder's

care. Children's achievements are continually celebrated, which helps to develop their confidence and self-esteem. Early language skills and communications skills are promoted through activities, such as story time and or by the childminder helping children to phrase words and sentences correctly.

Children enjoy exploring their local environment. Outings to the park, local activity centres, restaurants and play groups are daily occurrences. Such opportunities help children to develop their social and physical skills. Through role play activities and a varied range of creative opportunities children are developing their imaginations.

Children learn from an early age about the importance of hand washing, snacks provided are healthy and drinks are available to allow children to quench their thirst. The childminder's home is warm and clean. If a child becomes unwell whilst in the childminder home parents are contacted straight away and the child is comforted appropriately. Fire drills are practised on a regular basis, allowing them to be confident in an emergency situation.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 (Safeguarding and Welfare). 02/12/2008

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 (Safeguarding and Welfare). 02/12/2008