

Inspection report for early years provision

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| Unique reference number | 961239 |
| Inspection date | 30/03/2012 |
| Inspector | Shelley O'Brien |

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| 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 1989. She works alongside another registered childminder. Childminding takes place from her co-worker's house in the Failsworth area of Oldham, Greater Manchester.

The whole of the ground floor of the co-childminder's home, including toilet facilities, are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age range. There are currently three children on roll who attend for a variety of sessions. She is registered on the Early Years Register and on both parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She networks with other local childminders and is supported by her local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and friendly environment for children and has developed close relationships with the children she cares for. Generally, children are safe in the environment. They participate in a range of play experiences which allow them to make progress in their learning and development. The childminder has a sound knowledge of children's individual needs due to the strong partnerships with parents. Systems to observe and assess children's progress are in place. The childminder has started to evaluate her practice 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:

- maintain a record of risk assessment that show what checks are carried out and when and by whom (Suitable premises, environment and equipment)(also applies to the both parts of the Childcare Register) 20/04/2012

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

- strengthen the use of reflective practice and self-evaluation to identify priorities for development that will continuously improve the quality of the

provision.

The effectiveness of leadership and management of the early years provision

The childminder has a sufficient understanding of safeguarding and is aware of the procedure to follow should she have concerns about a child in her care, or an allegation made against herself or a member of her family. Most of the required documentation and consents are in place to safeguard children. However, a record of risk assessments is not maintained and these are not adequate, this is a breach of the welfare requirements.

The childminder has a sound awareness of the Early Year's Foundation Stage. She is aware of the children's starting points and can identify resources to support the next stages of development. Observations, tracking and planning show children's progress and identify the next steps in their learning. The childminder's home is suitably organised to give the children opportunities to become independent and build their confidence.

The childminder strives to ensure children are comfortable and happy in her home. She is also committed to meeting the children's individual needs. Equality and diversity are considered and parents are asked to provide as much information as possible about their children's specific needs. The childminder uses this information to support the care of the children in line with parent's wishes.

Partnerships with parents are well established as are links with other childminders. Parents contribute to their children's learning and development by completing home observation records and through regular discussion with the childminder. Information is discussed with parents verbally about the children's key points of development. The childminder visits the local toddler group regularly where she networks with other childminders. This means she can develop her knowledge and gain support.

The childminder has begun to evaluate her practice in order to improve. For example, she has recently asked parents to offer suggestions for improvement, however, there are no clear plans in place for future developments. The childminder has addressed recommendations raised at the last inspection.

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

The childminder understands the Early Year's Foundation Stage framework and how this supports children's learning through play. She is aware of the children's starting points and can identify resources to support the next stages of development, using clear observations and individual planning. The childminder's

home is welcoming and the available space is used appropriately for children. There is sufficient play space and they have access to an enclosed secure garden area for outdoor opportunities. Children participate in regular outings to places of interest to support their learning. For example, they visit the local fire station to learn about safety, and the garden centre to learn about plants and nature.

A wide range of resources are available which help the children to make steady progress in their learning. She also offers activities that follow the children's interests and develops these through play. For example, children's interests are discussed with parents and recorded, these are then fed into the monthly plans for activities. Children have the benefit of attending a regular toddler group at the local church hall. This means they have developed friendships with other minded children and are given the opportunity to extend their play and learning.

Children clearly enjoy being with the childminder and are given plenty of opportunities to promote their personal and social development. They are confident in their environment and are inquisitive. For example, the children investigate balloons they have found and listen to the noises they make when kicked and rubbed. Knowledge and understanding of the world is developed by exploring a range of festivals whilst attending the toddler group with other early years providers. Easter hats have been made in preparation for the festival and photographs show the children celebrating Chinese New Year and Diwali. This means children are gaining a good understanding of the society they live in.

Children's health and well-being is promoted effectively. They learn the importance of healthy choices and are offered fruit to complement their packed lunches. They learn skills for the future as the childminder gives them small tasks to help in the setting, such as, tidying away toys that are not being used. Children feel safe in the childminder's care and are confident in the setting. They are happy to go to her for a cuddle or to sit on her knee for reassurance. The childminder communicates with the children throughout the day and encourages them to respond. As a result, the children are beginning to understand questions they are asked and also how to express their needs effectively. This means their communication, language and literacy skills are promoted well.

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 | 2 |

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 | 2 |
| 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 (Suitable premises, environment and equipment) 20/04/2012

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 (Suitable premises, environment and equipment). 20/04/2012