

Inspection report for early years provision

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Inspection date	30/03/2012
Inspector	Trudie Walker
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 1997. She lives with her two grown up children and her 17-year-old child in the Walkden area of Salford, Greater Manchester. Children have access to a dedicated playroom and kitchen on the ground floor and four bedrooms and the bathroom on the first floor. Children have access to fully enclosed side and rear gardens and the front garden, which are available for outdoor play. The setting is open each weekday from 8am until 5.30pm all year round. A maximum of six children under eight years may attend the setting at any one time. Of these, not more than three may be in the early years age group and not more than one may be under one years old. There are currently three children on roll who attend for a variety of sessions throughout the week. The childminder also offers care to children aged up to 11 years. The childminder is registered on the Early Years Register and both the compulsory and voluntary 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 comfortable, inclusive and welcoming environment where children are happy and settled and enjoy their time spent. The wide range of toys, activities and resources broadly support children's learning and development. The childminder has established effective relationships with parents and carers to enable them to contribute to their children's learning and progress. Most of the records to secure the children's welfare and safety are in place. Whilst the childminder shows satisfactory capacity to improve overall, planning for improvement, including processes of self-evaluation, is not yet fully developed.

What steps need to be taken to improve provision further?

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

- ensure that all reasonable steps are taken, both indoors and outdoors to minimise hazards to children. (Suitable premises, environment and equipment)
- 30/03/2012

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

- develop further self-evaluation systems in order to effectively identify the setting's strengths and priorities for development that will improve the quality of the provision for children
- improve the organisation of resources to make them more easily accessible to children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection procedures and knows how to implement these to safeguard the children in her care. Children play, rest and eat in a bright, clean and safe environment. The childminder supervises children carefully and completes risk assessments to identify and minimise potential hazards. However, these have not identified certain safety aspects of the environment to further secure children's safety and welfare. This is a breach of the legal requirements of the Early Years Foundation Stage framework.

Equality and diversity are generally well promoted. Children are supported in gaining awareness of similarities and differences and the wider world through a range of suitable resources and activities. The childminder understands the importance of valuing each child as an individual and recognises that all have their own particular likes, dislikes and interests. She works hard to build strong links with schools and other early years settings.

The childminder shares her policies and procedures with parents, and has daily discussions about each child's day and what they have enjoyed. A comprehensive range of information on the notice board provides parents with detailed knowledge of the provision and local community events. The childminder gathers information from parents about children's individual needs and regularly shares information through ongoing dialogue. Parents and carers highly value the childminder's service. Feedback from questionnaires state how happy they are with the progress their children are making. As a result, parents are fully involved in their children's learning and development.

The childminder's practice is satisfactory. She links up with other registered childminders and has attended various training courses to enhance her skills and knowledge. This demonstrates a positive attitude to professional development. She reflects informally on the service she offers to consider some areas for improvement. She has taken positive steps to address the issues raised at her last inspection. However, her overall use of self-evaluation as a tool to drive improvement is not yet sufficiently well developed.

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

Children are happy, settled and enjoy warm, trusting relationships with the childminder. Children receive praise and encouragement, which fosters their developing self-esteem and confidence appropriately. They make satisfactory progress in their learning and development as the childminder has an appropriate understanding of the Early Years Foundation Stage. She undertakes regular and ongoing observations and assessments of children in order to identify the next steps in their learning. Children's progress is tracked towards the early learning goals and the information is used appropriately to inform future plans.

Children speak clearly and they confidently express their views and feelings. They have easy access to books and talk about their favourite stories and characters. A good variety of safe small toys, suitable for different ages and stages of development, promotes good manipulative skills. Pencil control is developing well and displays of children's drawings and paintings are evident. They show an interest in creating shapes and lines on paper using paint, along with small creative tools. Opportunities for children to develop problem solving, reasoning and numeracy are incorporated in activities. For example, they count out how many grapes they are going to eat for snack, or how many dolls they are going to dress up. A computer and various electronic toys are available for children to use to develop their technology skills. Regular trips out ensure that children gain a satisfactory understanding of the wider community. Resources, such as books and displays, depict positive images of age, gender, ability and culture. Generally, the toys, activities and opportunities provided for the children help them to secure the skills they need to develop in the future. However, the organisation of resources results in fewer opportunities for children to have free access, which hinders their independent choice and exploration.

Children develop a satisfactory understanding of what constitutes a healthy lifestyle and have daily access to fresh air and plenty of exercise. They enjoy regular walks to local parks and the surrounding areas, as well as trips to indoor activity centres. Children practise appropriate routines for their own personal hygiene, for example as they wipe their hands before snacks. Children enjoy balanced and nutritious snacks. Individual dietary requirements and preferences are accommodated and fresh drinking water is always accessible.

Children gain a secure awareness of how to keep themselves safe with the childminder's support. They discuss that hot drinks must not be touched as 'they are boiling', and to take care when transporting heavy toys. In addition, regular fire evacuation drills ensure children are clear on what to do should the need to evacuate the premises arises.

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	2
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	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:

- ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) 30/03/2012

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:

- ensure that all necessary measures are taken to minimise any identified risks. (Suitability and safety of premises and equipment) 30/03/2012