

Inspection report for early years provision

Unique reference number	EY340566
Inspection date	03/04/2012
Inspector	Marina Anna Howarth
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2006. She lives with her two daughters aged 13 years and 11 years in the Worsley area of Salford, close to shops, parks, schools and public transport links. The whole of the ground floor is used for child minding. There is an enclosed rear garden available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, not more than three of whom may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to toddler groups regularly. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe and stimulating environment where they are respected and valued as individuals. They are making satisfactory progress in their learning and development as the childminder has a sufficient understanding of the Early Years Foundation Stage. The childminder generally reflects on her practice and has identified some personal goals for the future to bring about further improvement. Children's individual needs are discussed in consultation with parents during the induction period and again, as changes occur, which ensures all children are fully included and appropriately cared for. The majority of required documents are in place to promote the welfare of children satisfactorily.

What steps need to be taken to improve provision further?

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

- obtain public liability insurance (Suitable premises, environment and equipment)
- 17/04/2012

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

- continue to develop the observation and assessment systems to identify learning priorities and plan relevant and motivating experiences for each child
- ensure that regular fire evacuation drills are conducted.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a secure knowledge of vetting and safeguarding procedures. She understands her responsibility to protect the welfare of children and is aware of who to contact in event of a child protection concern. She has systems in place to monitor and record any action taken. The premises are safe and secure and the childminder conducts daily risk assessments to ensure that hazards to children are minimised. Children are further protected on outings as the childminder conducts written risk assessments for each individual outing.

The childminder has begun to assess her strengths and weaknesses, although she does not have a formal system for self-evaluation. She has updated her first aid training and demonstrates a willingness to undertake further professional development, such as safeguarding training. She has addressed all the recommendations raised at the previous inspection, demonstrating a suitable capacity to improve, for example, by ensuring that wires and plugs are inaccessible to children. The childminder has a sufficient awareness of the requirements of the Early Years Foundation Stage. Policies and procedures are discussed with parents during the induction period. However, her public liability insurance has expired. This is a breach in the legal requirements.

The childminder has established links with other agencies in the community. She takes children to the local children's centre, and participates in a variety of activities, such as 'stay and play' and swimming sessions. She meets on a regular basis with other childminder's in the community where they collectively take children on outings to a variety of places, such as the zoo. The childminder has also established links with the local school, which enables her to support children in the transition process. Parents are kept informed of their children's learning and welfare through daily verbal discussions and the introduction of a daily diary which illustrates photographs and an overview of activities their children have participated in. As a result, parents can follow their child's care and progress. Children have easy access to a suitable range of resources, promoting their independence and enabling them to make choices.

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

Children are happy and settle well in the childminder's home. They benefit from the secure relationships they have established with the childminder, which helps them to feel confident and secure. Children engage in a variety of activities that enable them to make progress throughout the six areas of learning. For example, they are encouraged to become independent as they tidy away toys when they have finished playing and select resources of their choice. They routinely sing action rhymes where they learn about the sequence of counting. They identify different colours using bricks and crayons and they learn about different shapes, through playing with shape sorters and using their hands and fingers to make

circles and diamonds. They discover that print has meaning as they sit happily with the childminder and listen to stories. Younger children enjoy identifying different insects as they point to the bee in books and make buzzing sounds. Older children use foam letters in a creative activity to spell out different words. Children enjoy listening to music and dancing. They create their own music by using a variety of musical instruments and move in a variety of ways to the different sounds, which develops their understanding of rhythm.

Children receive appropriate support and affection from the childminder and communicate their needs well. The childminder spends time talking and engaging with children in their play. She asks open questions to encourage them to think for themselves and to extend their learning, for example 'what colour is this?' and 'can you show me the diamond shape?' The childminder conducts informal observations and uses this knowledge to plan activities for the children. She is aware of their interests and ensures that the activities provided are fun and meet their individual needs. For example, children who enjoy role play access dressing up clothes, they pretend to make pizza and they count money in the shopping till. The childminder uses her knowledge to provide activities to develop their learning; however she is not confident with the assessment requirements and there are inconsistencies in identifying the next steps in learning. Older children who attend after school are provided with a range of games, toys and craft activities which they can freely choose from.

The childminder recognises the uniqueness of each child in her care. As a result, children benefit from familiar daily routines, which offer consistency. They are beginning to gain an understanding about diversity through activities and experiences they participate in, such as the celebration of Chinese New Year and other festivals. They visit the local community where they are able to socialize and make new friends and experience different opportunities.

The childminder implements appropriate behaviour management strategies which are discussed with children and parents which promotes good behaviour. Overall, clear boundaries and explanations help to support children in keeping themselves safe, such as using scissors appropriately. However, fire evacuation procedures are not conducted on a regular basis resulting in children's lack of familiarity with the routine to keep them safe. Children are introduced to a healthy lifestyle through daily routines that reduce the risk of infection. For example, they are encouraged to wash their hands after visiting the toilet, playing outside and before handling food. They are offered healthy, nutritious meals and snacks, such as, fresh fruit, yoghurts, vegetables and casseroles. The childminder operates an exclusion policy for sick children and ensures appropriate records are maintained for the administration of medication and recording accidents. Children are provided with regular opportunities to engage in physical activities, they go swimming, play outside in the garden and visit the local park where they enjoy exploring open space and climbing on apparatus.

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

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 (Insurance) 17/04/2012
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email.(Procedures for dealing with complaints) 17/04/2012

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 (Insurance) 17/04/2012
- take action as specified above (Procedures for dealing with complaints) 17/04/2012