

Inspection report for early years provision

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Inspection date	24/04/2012
Inspector	Nicola Nolan
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 2011. She lives with her husband, one adult child and five children aged 14, 11, eight, six and two years in the Broughton Park area of Salford. The playroom and kitchen on the ground floor are used for childminding. Two bedrooms are also available on the first floor for overnight care. There is a fully enclosed rear play area for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. When working with an assistant she may care for ten children under eight years at any one time, of whom no more than five may be in the early years age group. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is registered on the Early Years Register and 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.

Children are happy with the childminder as she works closely with parents to meet the children's individual needs and continually improve practice. Children mostly feel safe and secure as the childminder works acceptably to ensure hazards are acted upon. Children are making satisfactory progress in their learning and development and the resources available mostly support this. However, the organisation of resources and equipment on occasions restricts children's independent learning. Children feel included as they learn from print displayed in their home language. However, they do not see English print displayed in the environment and this may restrict their learning.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure hazards to children, both indoors and outdoors, are kept to a minimum (Suitable premises, environment and equipment). (also applies to both parts of the Childcare Register)
- 08/05/2012

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

- provide a range of meaningful contexts in which children have opportunities to develop their English language skills
- support children's independence by reviewing activities and resources so

children can make their own choices and express their ideas.

The effectiveness of leadership and management of the early years provision

Children are protected satisfactorily because the childminder is aware of her duty to safeguard the children in her care. She protects children from harm and has a policy and procedure to follow should she become concerned about a child. Children are protected further because the childminder keeps an accurate log of accidents and medication that is administered, and ensures that her assistants are suitably vetted. Risk assessments of the environment ensure she identifies hazards. However, those that are identified to be acted upon are not consistently carried out, and on occasion this puts children's safety at risk. For example, children are not always fastened into highchairs and this increases the risk that they could fall.

Children enjoy playing with the ample resources that are on offer. Activities are planned and children are able choose from what is available most of the time. However, the use of highchairs for some activities restricts children's ability to make choices about when to move on. Children easily access resources that promote progress towards the early learning goals because the childminder understands the Early Years Foundation Stage and how the organisation of resources supports learning. However, some resources are not labelled and this may prevent the children from knowing what is available. There is a range of technological toys, books, and role-play resources that reflect differences positively and children enjoy playing with these. This means they are making sound progress in their development and learning to understand about diversity. The childminder has a clear vision for the children to be happy and she self-evaluates her everyday practice, making improvements as she goes along. For example, she has a 'wish list' of resources she intends to purchase each month.

Children benefit from the relationships the childminder has with parents and carers. Parents have access to policies and procedures so they are informed about the setting and how their children's needs are met. The childminder gives daily feedback to parents and carers about what the children have been doing. This means that they are involved in their child's learning, and their progress towards the early learning goals is supported. Children also benefit from the partnerships the childminder has with other professionals. For example, information is shared with the teachers at the school.

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

Children feel safe and secure within the routines provided at the childminder's setting. They are settled, well behaved and show confidence in expressing their needs. They enjoy one-to-one support and attention from the childminder, enabling them to feel safe and secure. Her knowledge of the Early Years Foundation Stage supports her to take note of the children's achievements through

observations of learning. She provides them with a balanced range of activities and learning opportunities to help them achieve and enjoy. Children are developing a respect for themselves and others and are learning about other cultures and beliefs as they share stories.

Children have access to the outdoors and their experiences are extended as the childminder plans interesting activities, such as playing in the sand, riding bikes and blowing bubbles. Movement and dance sessions also take place weekly, where the children also play musical instruments. All these activities enable them to have opportunities for fresh air and physical exercise; as a result, their physical health is well promoted. These activities also contribute to promoting children's personal, social skills and creative skills and help them to develop a knowledge and understanding of the world. The children are developing a love of books and stories, as books are freely available in the environment. Singing takes place regularly and the children join in happily. This helps them to develop early language skills. Text is displayed in Hebrew around the room and this supports the development of the children's home language. However, English words and letters are not displayed in the environment and this may restrict the children's learning of the English language.

Children enjoy using paints and sponges to print with. They creatively make interesting marks and patterns on their paper and are encouraged to count how many prints they can make. They talk to each other and giggle as they make circles on their paper. Information and communication technology resources are available. For example, cause and effect toys encourage children to explore. They take turns to press a computerised turtle and laugh and smile as it makes noises. These activities enable them to make progress and develop skills for the future. Overall, the children are making satisfactory progress towards the early learning goals in all areas of learning. Children's personal hygiene skills are developing because the childminder encourages cleanliness by providing equipment to support this. For example, children have their own toothbrushes and they wash their hands regularly. They are starting to understand about healthy eating as they are offered healthy snacks. This ensures children's good health is promoted.

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

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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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 08/05/2012

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 (Suitability and safety of premises and equipment). 08/05/2012