

Inspection report for early years provision

Unique reference number	EY414528
Inspection date	30/04/2012
Inspector	Linda Shore
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 2010. She lives with her husband and son aged six years in Moston, North Manchester. The whole of the ground floor and first floor bathroom and two bedrooms are used for childminding.

She is registered on the Early Years Register to care for five children under eight years at any one time and three of these can be in the early years age range. She can also provide overnight care for one child under the age of eight years. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. The childminder offers care all year round between the hours of 7am and 7pm, Monday to Friday with overnight care by arrangement.

The childminder travels to the local school to take and collect children and also attends the local playgroups and childminder groups weekly. 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 happy and settled in the childminder's care. She is beginning to observe children's achievements and uses some of this information to plan appropriate activities to help them to progress. The childminder values children as individuals and meets their unique needs. She keeps parents informed about what their children are doing and obtains information about their needs and routines. Some of the paperwork required for effective care of the children is not in place. The childminder is developing a self-evaluation of her practice and is committed to improving and developing her service.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to increase their understanding of fire safety through regular evacuation drills that are recorded in a fire log book and include a record of any problems encountered and how they were resolved
- record specific times of children's attendance in a daily register
- develop further the observation assessment and planning systems to ensure activities are planned and purposeful, with a balance of adult-led and child-initiated activities.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear and detailed policy which explains her responsibilities. She has completed safeguarding training and is aware of her responsibility to refer any concerns she may have about children's welfare. She has all the necessary information to be able to take the appropriate action if necessary. Children are cared for in a safe and secure environment. Detailed risk assessments have been carried out on all parts of the property and the childminder conducts daily checks to ensure that the environment is safe, clean and hygienic for children.

The childminder has written a set of policies to cover many aspects of her service. These are detailed and well thought out, although not consistently implemented, for example an emergency evacuation procedure is in place, but this has not been practised regularly with children. Record keeping is generally good, however children's hours of attendance is not accurately recorded.

Resources are well organised. The environment is bright and attractive. Children play in the living room area and conservatory. Toys are arranged in low-level storage to enable children to access them independently. The childminder has some resources which reflect our diverse world and she answers children's questions about other cultures clearly and sensitively. The childminder exchanges information verbally with parents on a daily basis. Records are kept on their children's development. She obtains useful information from parents and carers about each child, such as what they can do for themselves as well as dietary and personal care needs. This means that parents' wishes and children's individual needs are met. The childminder works closely with partner agencies and provides a flexible respite service. Strong systems are in place to share information about children's learning and development with other agencies to ensure continuity of care.

The childminder is developing her self-evaluation and has already implemented some improvements since becoming registered and is committed to developing her service. She meets with other local childminders and a childminding advisor to keep up to date and improve her practice.

The level of interaction with each children is appropriate and of a good standard.

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

Children are happy and settled in the setting. They show they feel safe, are relaxed, comfortable and willingly approach the childminder for assistance, comfort and support. The relationship between children and adult is good, and the childminder promotes children's learning through conversation and questions, encouraging children to share their experiences. Consequently children are

confident and are developing good language skills.

Children use a variety of resources during their play, which are used to enrich their learning experience across all six areas of learning. Resources are easily accessible enabling children to make choices and independently select what they want to play with. Children particularly enjoy the cars, construction and story time. Children use a variety of books, puzzles and small world toys which reflect diversity, promoting wider understanding of other countries and cultures. Children's skills for the future are developing well through mark-making activities, books and good quality adult interactions. Number skills are incorporated into activities and adult discussion. Young children find out about and learn how to use appropriate technology confidently such as push button and cause and effect toys.

Children are recognised as unique individuals, their development is nurtured through the good levels of care they receive and the opportunity to be engaged in stimulating learning experiences. The childminder records what children do through photographs, examples of children's work and noting their progress. However, she does not consistently identify what children need to learn next and this hinders children's ability to make further progress.

Children's good health is promoted with routines and adult led activities structured throughout the day. Children are encouraged to wash their hands before eating and are learning good hygiene habits through adult supervision and discussion about germs on hands. This means the children are developing an awareness of the importance of good hygiene to stay healthy. A range of resources are available to promote physical development and the children are active and engaged. Children learn to stay safe and healthy through timely messages of dangers when climbing or handling utensils.

The childminder uses positive behaviour management strategies with appropriate boundaries. Children are building confidence and self-esteem in the secure nurturing environment.

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	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:

- provide copies of the written statements of safeguarding procedures and complaints procedures including updated contact details for Ofsted. 14/05/2012

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:

- provide copies of the written statements of safeguarding procedures and complaints procedures including updated contact details for Ofsted. 14/05/2012