

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431212
<b>Inspection date</b>	10/05/2012
<b>Inspector</b>	Joanne Williams
<b>Type of setting</b>	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 and two children aged three and five years old in Salford. The whole of the ground floor of the childminder's house and an upstairs bathroom and bedroom are used for childminding. There is a fully enclosed garden for outside play. The family have a dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in the early years age range. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder speaks fluent Latvian and English. She collects children from local schools and holds an early years qualification.

## 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. Procedures to keep children safe allow her to adequately protect children and written documentation that underpins her practice is acceptable, although some is not securely in place. Children are making satisfactory progress in their learning and development because the childminder uses her knowledge of children's interests to provide children with a sufficient range of stimulating activities. Partnerships with others to support children's learning are still developing. The childminder is committed to improving and developing her service, however, the monitoring and evaluation of provision are still in their infancy.

## 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 for the provision (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 10/06/2012
- ensure the record of risk assessment includes all aspects of the environment that need to be checked on a regular basis including the kitchen and bathroom (Suitable premises, environment and equipment). 10/06/2012

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop the process of self-evaluation to clearly identify future targets and ensure provision continuously improves
- extend the partnership with other settings, professionals and with individuals and groups in the community to support children's development and progress.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded appropriately because the childminder has a clear policy which explains her responsibility to refer any concerns she may have about children's welfare. All household members are suitably vetted. Children are kept safe and secure whilst in the childminder's care because she appropriately supervises children while playing and at meal times. Children are further protected because the childminder keeps appropriate records including accident, medication and attendance records. A satisfactory risk assessment has been carried out, although, some areas of the house have not been included in the written record. This means that children are not always able to move safely and freely around some areas of the home. Public liability insurance is also not in place which is a breach of the statutory requirements.

Children have access to a satisfactory range of resources which are stored at a low level and are accessible to children. For example, children freely access their favourite book about dinosaurs and take it to the childminder to be read. As a result, children are becoming independent learners. The childminder provides an inclusive environment and works closely with parents to ensure that her practice reflects the background and culture of the children she cares for. This ensures that children feel valued and their needs are effectively met.

Formal systems for evaluating planning and provision are not in place. However, the childminder is aware of her areas for improvement. For example, she would like to increase her range of mathematical resources. Her practice has gradually improved since becoming registered through implementing the required policies and procedures and accessing a childminder's training course.

Children are content because the childminder works well with parents to ensure that she is aware about their individual needs. Feedback from parents demonstrates that they are generally well informed about the provision through verbal communication. Children's transition to the setting is planned with parents according to the needs of each child so that children are settled by the time they start. The links with other agencies and settings the children may attend are in their infancy, however, the childminder is aware of how these provide continuity of care and ensure children's needs are met.

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

Children benefit from a lot of attention from the childminder, and as a result, are settled and happy in the setting. Well-planned routines ensure that children are secure and individual needs are met. For example, active toddlers have regular opportunities to burn off energy and develop large muscle skills. For example, the childminder has created an indoor ball pit which the children enjoy climbing into and throwing out the balls. The childminder helps children understand about safety through providing clear explanations about appropriate behaviour and involving children in fire drills so they learn how to respond appropriately in an emergency situation.

Children's health is adequately promoted by the childminder. Children are starting to make good food choices because the childminder works closely with parents to ensure that children are provided with a balanced diet. Satisfactory hygiene procedures are in place to prevent the risk of infection and children are beginning to learn about hygiene routines as they are supported to wash their hands before meals.

Children are making steady progress towards the early learning goals because the childminder ensures children have access to resources which are linked to their interests. For example, children who are interested in transport enjoy playing with a train set. The childminder has a satisfactory understanding of child development but does not systematically use observations and assessment to enhance provision and plan next steps. As a result, children's learning in some areas of learning is less well developed. Children's language skills are supported well by the childminder. Young children enjoy looking at age-appropriate books, pointing to pictures and babbling, as the childminder reads the story. Children are developing their creative skills by accessing dough and drawing boards during their child initiated play and other materials, such as paint and collage materials are available as a planned activity. Older children are developing their information and communication technology skills through exploring children's websites on a computer. As a result, children are beginning to learn skills for future learning.

Children display self-esteem and confidence at the setting as the childminder offers support and encouragement during their play. Children are encouraged to share resources when playing with others and are taught to use good manners. As a result, children behave well and are developing good social skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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. (Insurance) 10/06/2012

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) 10/06/2012