

Inspection report for early years provision

Unique reference number	EY401865
Inspection date	21/05/2012
Inspector	Rebecca McGrath

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 2009. She lives with her partner and child aged six years in the Swinton area of Manchester. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has several pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children on roll who are within this age group, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and inclusive environment where children are happy and mainly secure. Overall, their welfare and learning needs are sufficiently met and children make adequate progress in their learning and development. Positive relationships exist with parents to promote security in children's lives. Active partnerships with others involved with children mean that appropriate information is shared to consistently help support children. The childminder reflects on her general practice and shows a clear commitment to further increasing her knowledge of the Early Years Foundation Stage to benefit the children she cares for. Most documentation to promote children's welfare and safety is in place.

What steps need to be taken to improve provision further?

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

- keep a record of complaints and any subsequent action taken (Documentation) (also applies to both parts of the Childcare Register) 12/06/2012
- ensure fresh drinking water is available at all times (Safeguarding and promoting children's welfare). 12/06/2012

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

- review risk assessments to ensure they cover anything with which a child

- may come into contact
- develop knowledge and understanding of the six areas of learning and the early learning goals in order to more effectively plan and assess children's progress.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibilities in child protection as she knows what she would do if she had concerns about a child's welfare. She has attended training and has a clear policy which she makes available to parents. In addition, she ensures all adults living in the household are suitably vetted. Regular risk assessments undertaken of the childminder's home appropriately reduce the chances of accidents occurring. However, some hazardous plants in the garden and unlocked cupboards have not been included in these checks and pose a potential risk to children. All relevant consents are obtained from parents to ensure children's individual needs are met. Most of the required documentation and records are in place. However, the childminder has not kept a record of complaints and any subsequent action taken, which does not meet the legal requirements.

Children enjoy playing in a dedicated playroom and have access to a range of suitable toys and equipment to meet their developing needs. The childminder demonstrates a positive attitude to inclusion and is committed to treating all children equally. Their individual needs are considered and she understands and values their unique personalities.

An open and friendly approach with parents contributes to establishing a generally positive working relationship. At the start of the placement, parents attend sessions to share information with the childminder to ensure she meets children's individual needs. Daily discussions and the sharing of children's learning journeys keep parents informed about their child's well-being. The childminder works in partnership with others to meet children's specific needs. She provides a two-way flow of information between this additional support and parents to ensure children's needs are adequately met by all.

The childminder recognises aspects of her practice that she wishes to develop further. She identifies her strengths and is beginning to self-evaluate in order to promote better outcomes for children. The childminder shows a firm commitment to her professional development. For example, increasing her knowledge and understanding of children's speech and language development.

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

Children are happy and secure within the childminder's care due to the warm and caring approach she fosters. They are happy to leave her side to explore their environment and they turn to her for comfort. This further indicates how safe they feel. The childminder has a reasonable knowledge and understanding of the Early

Years Foundation Stage Framework. However, she does not use all areas of learning in the practice guidance to plan and assess children's overall learning and development. This impacts on how effectively she is able to plan their next steps and monitor children's progress throughout the areas of learning and identify any possible gaps. The childminder takes photographs and writes observations to show what children can do and what they enjoy. This forms part of their learning journey to evidence their experiences in her care.

The childminder promotes a sense of belonging for the children as they are encouraged to self-select from the range of toys available. Toddlers are becoming active learners; they positively interact with the childminder as she supports them while exploring toys. They enjoy a reasonable mix of self-initiated and adult-led activities that promote their learning and development and maintain interests. For example, children paint on large pieces of paper and create animal collages. Books are readily available for children to access in order to develop their communication, language and literacy skills. The childminder encourages the children to point to pictures and repeat key vocabulary, further developing their language skills. Children develop skills for the future as they have access to a range of writing equipment and use these to effectively make marks.

The children develop their self-help skills as they feed themselves at lunchtime and enjoy sitting together, supporting the development of positive relationships. Mathematical awareness is satisfactorily promoted. Children are eager to count and take interest in different shapes. They learn about people's differences through resources which promote positive images of diversity and celebrate some festivals during the year. The provision of resources enables children to extend their understanding of basic technology, for example, by using the electronic till and musical toy. They show curiosity as they watch flashing lights on a toy and press buttons to listen to different sounds. The childminder offers children creative experiences in the home and the wider community. For example, they attend local toddler groups to socialise and interact with other children. They have opportunities to develop their large physical movement on a daily basis in the garden and when visiting local parks.

The childminder has a clear understanding of children's dietary requirements and they eat a range of food which is mainly healthy. However, a legal requirement is not met as fresh drinking water is not readily available to ensure children are well hydrated at all times. They develop a suitable understanding of health and hygiene within the routines followed. For example, children are encouraged to wash their hands after visiting the toilet and playing outside. Children's behaviour is managed appropriately. Their achievements are acknowledged through praise and overall they behave well. Consequently, they learn to play cooperatively. Children's understanding of staying safe is extended as the childminder reminds them of dangers and provides them with opportunities to practise road safety.

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 (Procedures for dealing with complaints). 12/06/2012

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 (Procedures for dealing with complaints). 12/06/2012