

Inspection report for early years provision

Unique reference number	EY358245
Inspection date	17/04/2012
Inspector	Kay Armstrong
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her partner and their child aged 22 months. The family has a pet cat and live in the Middleton area of Manchester close to parks and outdoor play areas. The children have access to the whole of the ground floor and the rear garden is available for outdoor play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for five children under eight years at any one time, including two in the early years age range. Currently there is one child on roll in the early years age group. The childminder is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a sound understanding of the Early Years Foundation Stage and children are cared for in a homely and inclusive environment. She provides a range of suitable activities to promote children's progress and learning in all areas. Toys and resources are well maintained, safe and suitable for their use, however, they are limited in some aspects. Children's welfare and safety is generally well promoted. Positive relationships with parents and carers ensure continuity for the children as meaningful information is shared. The childminder demonstrates a satisfactory capacity for continuous improvement and has begun to reflect on her practise.

What steps need to be taken to improve provision further?

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

- maintain a valid paediatric first aid certificate. 03/05/2012
(Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register).

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

- improve the risk assessment to ensure it covers everything a child may come into contact with, for example the low level glass panels in the doors
- extend the range of resources available to the children particularly those which reflect positive images of the diversity of society and to promote children's understanding of information and communication technology.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a sound understanding of Local Safeguarding Children Board guidance. She is confident of the action to take should she have any child protection concerns regarding a child in her care. All adults in the home have been vetted and this includes a Criminal Records Bureau check. The childminder has all the necessary safety procedures and equipment in place, such as, a fire blanket and smoke alarms. All records and documentation required for the safe and efficient management of the provision and to meet children's individual needs are in place and appropriately maintained. For example, the childminder has written consents from parents for the administration of medication and to seek any emergency medical advice or treatment. Clear risk assessments have been undertaken and checks of the play areas on a daily basis ensure children can play in a generally safe environment. However, low-level glass panels in doors could pose a risk to the children. The childminder does not have a valid first aid certificate. This is a breach in the welfare requirements of the Early Years Foundation Stage and impacts children's overall safety.

The childminder has established positive relationships with parents. They are kept informed about the service provided through a range of policies and procedures. Verbal exchanges of information ensures both parents and the childminder recognise children's changing and individual needs. The childminder is aware of the need to form links with other providers of the Early Years Foundation Stage should the need arise. Toys and resources are age appropriate and are used to promote children's learning and development. Equality and diversity are fostered through a suitable range of activities, such as celebrating different festivals throughout the year. However, resources which reflect our diverse society are limited and this minimises children's understanding of the world around them.

The childminder is beginning to be reflective of her practise and recognises her strengths and some areas in which she could develop. She has successfully met the recommendations raised at the last inspection. This demonstrates a satisfactory capacity for continuous improvement of the provision and outcomes for children.

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

Children are happy, relaxed and enjoy their time in the childminder's care. The childminder has had a break from childminding and has only recently begun to care for children again. She has created a calm, welcoming and child-centred environment where children are supported and encouraged to learn and develop. The childminder has a satisfactory knowledge of child development and promotes learning in line with the early years curriculum. She makes sensitive observations of what children can do and uses the information she has gathered to inform the planning of activities to further support their learning.

Children enjoy visits to local play groups and trips to the parks. This supports their knowledge and understanding of the local environment and the different people within their community. They have good opportunities to express themselves creatively as they use pencils and collage materials to create works of art. The children are proud of their work which is recognised and praised by the childminder fostering their self-esteem and confidence. Their creativity is extended further as they dress up and play imaginatively with small world resources. Children develop their physical skills as they play in the park or in the garden on large equipment. Communication and literacy skills are well supported by the childminder as she engages children in purposeful conversation. She extends their understanding as she asks relevant question which helps children to think and reason. Children refine their fine motor skills as they draw and mark make with pencils and play with interlocking bricks and shapes. Problem solving reasoning and numeracy skills are appropriately fostered as they complete jigsaws, count and use mathematical language in their play. They learn about shape, size and colour as they explore different resources. As a result, children make appropriate progress as they develop skills for the future. However, they have few opportunities to explore a suitable range of programmable resources which limits their understanding of information technology.

Children are beginning to understand about being safe through the daily routines and activities. For example, they regularly participate in emergency evacuation procedures ensuring they know and understand what to do in the event of a fire. Healthy lifestyles are effectively promoted as children are supported to develop appropriate hygiene habits. For example, they wash their hands and use individual towels to minimise cross-infection. Nutritious snacks and meals are provided in accordance with parents wishes and children have free access to drinks to enable them to remain hydrated. Children's behaviour is managed in a positive manner which supports their understanding of what is right and wrong. They learn about rules and boundaries through gentle reminders. Children have developed positive relationships with the childminder. They are secure and have a sense of belonging in her care and home. They play with a purpose as they explore and investigate their environment and resources freely. The childminder is sensitive to the children's individual needs ensuring equal access to all aspects of the provision.

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
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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 on the early years part of the report (Welfare of the children being cared for)(also applies to the voluntary part of the Childcare Register). 03/05/2012

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 above (Welfare of the children being cared for) 03/05/2012