

Inspection report for early years provision

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Inspection date	07/02/2011
Inspector	Carys Millican
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 1997. She lives with her adult son in the Lees area of Oldham. The whole of the ground floor and the first floor bathroom of the childminder's home are used for childminding. There is a fully enclosed front garden available for outdoor play.

The childminder is registered to care for a maximum of six children aged under eight years at any one time, no more than three of whom may be in the early years age range. There are currently seven children on roll, of whom, four are in the early years age group. The childminder walks to school to take and collect children. Children are taken on outings to the library and local parks and play centres. The family have a pet dog.

The childminder 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.

The childminder provides a warm, welcoming, homely environment, where children settle easily and parents are provided with a flexible, inclusive, childminding service. Children's individual needs are suitably met by this experienced childminder, who has a suitable understanding of the Early Years Foundation Stage. She ensures that resources are easily accessible to meet children's individual needs, and activities meet children's interests, age and ability so that children make suitable progress in their development. Most of the required documents and procedures are maintained to ensure children's safety and well-being. However, there is one breach of the specific legal requirements of the Early Years Foundation Stage under Safeguarding and promoting children's welfare. The childminder has made a start to the self-evaluation process and made some improvements to her practice since her last inspection.

What steps need to be taken to improve provision further?

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

- obtain the necessary information about who has legal contact and parental responsibility with the children (Safeguarding and promoting children's welfare).
- 21/02/2011

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

- encourage good hygiene practices with all children
- obtain written permission from parents where children are to be picked up by

- another adult
- complete regular fire evacuation drills with all children.

The effectiveness of leadership and management of the early years provision

Children are for the most part protected and safeguarded in this homely, warm and welcoming childminding environment. They feel safe and secure in the childminder's company. Children are closely supervised by the childminder as they follow the regular routine of the day. The childminder has an appropriate understanding of her role and responsibility in child protection matters and has recently attended training delivered by the local authority on this subject. The childminder is aware of her responsibility to safeguard children while in her home, therefore, all visitors sign her book and they are never left unsupervised with the children. She also makes sure children are kept safe through constant supervision when on outings in the community. Record keeping documents are available to detail any accident, incident or existing injury to children in her care. There is a clearly defined evacuation plan displayed in the kitchen and the last practice is recorded in the fire log. However, not all the children have been included in the fire practice which could compromise their safety.

The childminder has a set of written policies and procedures. She has a written safeguarding policy and complaint policy which are made available for parents. Children are kept safe and secure on the premises and on outings. The childminder has completed risk assessments for all areas children use to help prevent accidents and a risk assessment is completed for each type of outing. Children have freedom of movement within the home, therefore, they benefit from the childminder using the available space effectively to meet their needs. She enables children to make choices and decisions in their play by providing a selection of resources that are age appropriate, meet their interests and contribute to their development and learning.

Children are familiar with their daily routine and settle easily in this relaxed environment. The childminder positively engages with parents on arrival and collection times, where they verbally exchange information. Children benefit from her positive relationship with parents and the flexible service she provides. Initial meetings with parents ensure that the business arrangements and the individual care requirements for each child are discussed to ensure continuity of care. However, information about who has legal contact or parent responsibility for the children is not gathered or recorded on children's personal details sheets. This is a breach in the specific legal requirements of the Early Years Foundation Stage. The details of named persons allowed to collect children are also missing. The childminder knows the children well. She uses 'all about me' information sheets completed by parents as the starting point to identify children's interests, achievements and developments. Parents share information and make written comments in the daily diary produced by the childminder. Links are established with other settings' children attend to ensure a balance of learning is taking place. The parents and staff share information with the childminder about any concerns they may have about children's development and they positively work together to

meet the children's needs.

The childminder has made a positive start to the monitoring and review of her everyday practice. She has started to look at the self-evaluation process and make some notes on her strengths and areas to improve. She recognises the value of continuous improvement and implemented the recommendations made at her last inspection. For example, she helps children to understand the religious and cultural beliefs of others by celebrating a number of cultural events and festivals. Parents are very complementary of her service and they are encouraged to make suggestions or comment on her practice. They say the childminder is 'fantastic' and 'we would not have our child go anywhere else'.

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

Children are very happy and contented. They are provided with a suitable selection of resources and play opportunities that meet their individual needs and interests and support their learning and development. Children benefit from the one-to-one support they receive. They are provided with play opportunities and activities that are age appropriate and support their learning and development. Children's development is supported through the planning, observation, assessment and identification of the next steps in their learning made by the childminder. She knows the children well and is very clear on how much progress they have made since starting with her. Progress record books are meticulously maintained and shared with parents. She works with parents to support their children's development; for example, learning phonics with children to help speech and language development. The childminder extends younger children's language and communication skills during activities. For example, they enjoy looking at the musical television toy together and sing along to the music playing. Children's sensory play experiences are supported through the use of homemade treasure baskets containing natural materials and household objects. She helps children's hand-eye coordination by providing mark making activities and play tray jigsaws.

Children experience a number of play opportunities that help them to understand about the difference and diversity of the world around them. They celebrate Christian festivals and cultural events such as Chinese New Year. Colourful red lanterns made by the children hang from the window and dragon pictures are displayed in the kitchen. Children read books and look at posters in many different languages from around the world that welcome people to the childminder's home. Children are well behaved. They feel valued and supported which makes them feel at home. Resources are laid out so younger children can freely access them and they pull themselves up to a standing position in safety using domestic furniture. These early walking skills are effectively promoted by the use of sit and ride toys and the childminder holding children's fingers to help them walk around the room.

Children learn how to keep themselves safe through practical experiences and activities. They learn about road safety and keeping themselves safe as they walk with the childminder within the local community, on woodland walks and back and forth from school. Their health and well-being is for the most part met. The

childminder explains how she encourages the children in her care to wash their hands before eating and use their own towel. However, this is not consistent with the younger children in her care who do not have their hands wiped before they have their bottle or breakfast meal. The children are provided with appropriate meals and snacks as discussed and provided by their parents. The childminder takes full account of children's dietary needs and ensures they are followed. Fresh drinking water is available at all times for children who can help themselves. Regular bottles are given to babies and younger children following their routine.

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	2
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	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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