

Inspection report for early years provision

Unique reference number	308606
Inspection date	27/04/2009
Inspector	Marina Anna Howarth
Type of setting	Childminder

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.

Description of the childminding

The childminder has registered since 1997. She lives with her husband and two children aged 11 and 14. She minds four children under eight. They live in Whitworth near Rochdale which is within walking distance of local amenities. The whole of the ground floor is used for childminding; this comprises of the living room/dining room, kitchen and conservatory. Toilet facilities are located on the first floor. There is a fully enclosed rear garden for outside play. There is easy access to the premises.

The childminder is registered to care for a maximum of six children at any time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, of whom three are in the early years age group. The childminder takes and collects children to and from schools and playgroups.

The childminder attends local carer and toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a safe and stimulating environment where their individual needs are considered and met. They are making satisfactory progress in their learning and development as the childminder has a sound understanding of the Early Years Foundation Stage. However, children's next steps for learning are not clearly identified and the childminder lacks confidence in her abilities in the assessment process. Children are healthy and safe and have developed secure, loving relationships with the childminder. The childminder recognises her strengths and weaknesses and demonstrates a clear commitment to further improve the service she offers.

What steps need to be taken to improve provision further?

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

- ensure records of risk assessments clearly state when it was carried out, by whom and date of review.

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

- develop knowledge and understanding of the Early Years Foundation Stage and use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child (LD3 Assessment arrangements) (organisation).

11/05/2009

The leadership and management of the early years provision

The childminder has a positive approach to continual improvement and professional development. She has effective systems in place where she evaluates her practice and has a clear vision of which areas she would like to develop further. She has addressed all the recommendations made at her previous inspection and has attended a variety of training. She is also working towards an Early Years qualification to further develop her knowledge and understanding in childcare practice.

The childminder ensures children's needs are met with the implementation of a range of policies and procedures which are reflected in her childminding practice. These are discussed and shared with parents during the induction period. She demonstrates a good knowledge of child protection and is aware of the Local Safeguarding Children Board procedures and has attended recent training to further develop her knowledge.

Parents are kept informed of their child's progress through daily verbal communication and they are encouraged to share information about their child's well being which may have an impact on their child's care. The childminder ensures that she works closely with other agencies involved with the children to ensure consistency of care is provided.

The childminder organises her home well, ensuring the environment is safe and child friendly. Children are developing their independence as they are able to access resources easily which are located at their level promoting independent choices. Children have access to a wide variety of good quality toys and resources. Each child has their own progress file which illustrates photos of the children participating in a range of activities. As a result, children are valued and stimulated and have a strong sense of belonging in the setting. The childminder is vigilant with regard to ensuring children's safety. For example, children are never left unsupervised and she conducts detailed risk assessments both in and out of the home. However, records do not include the date the assessment was conducted and by whom.

The quality and standards of the early years provision

Children are happy and settled in the childminders care because they enjoy a close, loving bond with her. She offers lots of praise and encouragement which enables them to feel valued and to express themselves with ease. Children are confident and inquisitive and enjoy participating in a wide range of experiences and activities provided by the childminder. She informally plans activities such as outings, visits to the local park, play group and opportunities for children to be involved in creative activities. The childminder is flexible in her approach enabling children to instigate activities of their choice. As a result play is more meaningful and children are motivated and eager to learn. Children enjoy mark making, they draw trains as they relate to a recent train journey experience. They care for the dolls, dressing them, feeding them and pushing them around the environment in a

pushchair. They enjoy creating pictures using a variety of paints and collage materials. Children benefit from the attention they receive from the childminder, who gets down to their level engaging in their play and actively listening to them, asking open questions and encouraging them to think for themselves and problem solve.

The childminder is in the early stages of delivering the Early Years Foundation Stage. She conducts regular observations of the children and her existing knowledge enables her to provide a balance of interesting and appropriate activities. However, next steps for children's learning are not yet being clearly identified. Older children attending after school are supported with homework if they wish and they have access to a wide range of appropriate resources which they are able to access independently.

The childminder treats children with equal concern, respecting their individual needs. She ensures that activities provided are suitable to meet different needs, abilities and interests. Children are learning about the wider world through the celebration of different festivals. They have access to a variety of resources which depict positive images of gender, culture and disability. Children are learning about changes that occur during the different seasons as they play outdoors in a variety of weather conditions. They observe nature and collect leaves and help to grow plants in the garden. They learn about problem solving as they complete puzzles, they learn number sequence in every day situations such as counting the plates and cups during lunch time and singing number rhymes. They are learning to recognise the letters in their name by becoming familiar with the alphabet. Children are beginning to understand that print has meaning as they have access to a variety of books and enjoy participating in a daily story time session.

Parents are kept informed about their child's progress through daily verbal communication. Children's likes and dislikes are discussed and successful activities implemented in the childminder's setting and the home. Links are being established within the local community as the childminder visits local play groups and liaises with the local schools. As a result children are given the opportunity to develop relationships with other children and consistency of care is provided.

Children are cared for in a very, safe, clean environment where potential risks have been identified and successfully minimised. Children learn about personal hygiene through the childminder being a positive role model. She teaches them the importance of washing their hands after visiting the toilet and before handling food. Children are supported successfully through potty training and are aware of their bodily functions. Children are learning about healthy life styles as they are given daily opportunities to experience fresh air and exercise. They enjoy riding bikes, playing on climbing apparatus and playing ball games. They are introduced to healthy foods and are becoming aware of dental hygiene as they are encouraged to clean their teeth. Children behave well as the childminder has a consistent approach to behaviour management. Children are treated with respect, clear explanations are offered and she continually uses praise and encouragement.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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