

Inspection report for early years provision

Unique reference number	315541
Inspection date	22/05/2012
Inspector	Barbara Wearing

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 1991. She lives with her adult child in the Smithills area of Bolton. The premises are within easy reach of public transport, shops, parks, schools and community resources. The whole of the ground floor and one bedroom on the first floor is used for childminding. There is an enclosed outdoor play area to the rear of the property. The childminder sometimes works with a co-childminder.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. When working with another childminder, they may care for a maximum of six children under eight years at any one time, all of whom may be in the early years age group. There are currently four children on roll in this age range. The childminder is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are confident and have fun with the childminder, who values them as unique individuals. She works closely with parents and other professionals to ensure that all children are included and given support to enable them to progress and develop. Parents share information regarding children's skills and abilities verbally, but these are not routinely used within the observation and assessment process. A suitable selection of toys and resources are available to children, some of which they can access independently. The childminder has worked hard to address the actions raised at the previous inspection. Therefore, the vast majority of the requirements of the Early Years Foundation Stage are now met and children's safety and welfare and learning and development is promoted appropriately.

What steps need to be taken to improve provision further?

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

- request parental permission at the time of the child's admission to the provision to the seeking of emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 12/06/2012
- ensure that all records are easily accessible and available for inspection by Ofsted, in this instance a record of accidents or injuries sustained by children while in the care of the provider and of any first aid treatment given (Documentation). 12/06/2012

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

- enhance the learning environment within the home to ensure children have free access to a wider range of resources, enabling them to make choices, practise and consolidate their skills, particularly in relation to creative, art and mark-making resources
- develop further systems to enable parents and carers to contribute to the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded. The childminder has a clear knowledge and understanding of how to refer concerns to the relevant agencies in order to protect children from abuse or neglect. Risk assessments highlight potential hazards to children and appropriate action is taken to reduce the risk of accidental injury. Policies and procedures and the majority of records are in place and shared with parents and her co-childminder. These state that the childminder will seek emergency medical advice or treatment for children if necessary and refers to the recording of accidents. However, written permission from parents is not requested at the time of a child's admission and, at inspection, the childminder was unable to find her records of accidents that children have sustained while in her care. These are breaches of the requirements of the Early Years Foundation Stage.

The childminder has begun the process of self-evaluation. This shows the many developments that she has implemented since her last inspection and accurately highlights areas for improvement that will have a positive impact on outcomes for children. These include taking account of parents' views to inform future developments. On the whole, strong relationships are established with parents. These are particularly good in relation to sharing information regarding the children's day and achievements while with the childminder, involving parents in their children's learning. Feedback from parents is positive. They feel their children are treated as part of the family and praise the childminder for her dedication, the range of activities she offers and the progress their children have made since being in her care.

The childminder has established good links with other professionals and early years settings to ensure that they work together. This enables them to share their skills and their knowledge of the children to ensure that they receive appropriate support. Regular communication with other settings that children attend enables them all to complement and enhance learning experiences for children. The childminder demonstrates a strong commitment to ensuring that children develop a positive attitude to diversity. She provides many opportunities for them to socialise with a wide range of people and to learn about differences and similarities between people, their lifestyles and beliefs.

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

The childminder has established clear observation, assessment and planning systems. These show her increasing knowledge and understanding of the early learning goals and demonstrate how activities are planned to support children's steady progress in their learning and development. The childminder regularly records and shares information with parents regarding observations she has made of children's achievements or interests. However, development records do not include parents' contributions to the ongoing observation and assessment process. For example, information received from parents regarding children's achievements or interests at home during the settling-in process or throughout their time with the childminder.

Children are supported by the childminder as they make choices from the adequate selection of toys and resources available to them. The childminder regularly suggests and accesses activities that interest and stimulate children and they enjoy her interactions as she supports their play. Experiences are enhanced by attendance at groups and trips to local facilities, such as parks and children's centres. These offer children daily opportunities to play and explore the outdoors, developing their large muscle skills, knowledge and understanding of the world and healthy lifestyles. Children ride on bikes and crawl through tunnels and go to feed the ducks. As children begin to walk with reins, the childminder teaches them road safety. Children's health is sufficiently promoted as they are given healthy snacks and home-cooked meals and have fresh drinking water available throughout the day. They learn personal hygiene routines, such as washing their hands before eating and after using the toilet, and have their own towels for drying their hands.

Children demonstrate a strong sense of belonging and show that they feel safe and secure with the childminder. They giggle as they roll and throw a soft ball to the childminder and then run to her enthusiastically for a cuddle and tickle. Children receive lots of praise for their achievements and become engrossed in their activities. They are polite and respond well to the childminder's requests. For example, as they help to tidy up, sit down for lunch and say 'thank you.' The childminder recognises that children are developing an interest in counting and are able to count by rote. She supports children in developing their understanding of number by giving them opportunities to count objects, pictures in books and singing rhymes.

Children have appropriate opportunities to make marks, draw and engage in creative art activities at groups and when these are made available by the childminder. However, these are not freely accessible within the childminder's home to allow children to practise and consolidate their skills as they choose. The childminder gives a high regard to promoting children's communication and language skills and love of books. They enjoy a cuddle as they look at books. They name animals and make the appropriate animal sounds. The childminder follows the children's interests and asks if they would like to play with the zoo. She

engages with them in their play, asking questions to promote their language, knowledge and understanding of the world and imagination.

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	2
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	2
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	2
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:

- ensure that records are kept and retained for a period of two years of accidents which involve the children being cared for occurring on the premises where childcare is provided (Records to be kept). (also applies to voluntary part of the Childcare Register) 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 compulsory Childcare Register section of the report (Records to be kept). 12/06/2012