

Inspection report for early years provision

Unique reference number	318208
Inspection date	18/11/2008
Inspector	Sheila Iwaskow
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 1991. She lives with her husband and two adult sons in Flixton, Manchester. The whole of the downstairs area is used for childminding purposes; this comprises of the lounge, kitchen, toilet and utility room. There is a fully enclosed garden for outside play. Access is gained to the property at the front of the house on the ground floor level.

The childminder is registered to care for a maximum of six children at any one time on the Early Years Register and the compulsory part of the Childcare Register. To allow her to care for older children she is also registered on the voluntary part of the Childcare Register.

There are currently eight children on roll of these three are on the Early Years Register. Links have been established with other providers of the Early Years Foundation Stage (EYFS) Curriculum.

Overall effectiveness of the early years provision

The childminder values the uniqueness of each child and provides an environment where inclusion is well promoted. She has a good understanding of the EYFS and uses this knowledge to successfully promote children's welfare and learning. Good working relationships with parents have been established. Areas for further development centre around planning, self-evaluation and further parental involvement in children's learning.

What steps need to be taken to improve provision further?

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

- provide more opportunities to involve parents in their children's starting points; develop the planning of focused activities to show how they support children's learning and development
- continue to develop procedures to monitor and evaluate the provision.

The leadership and management of the early years provision

The safety and protection of the children is given high priority by the childminder. She clearly understands safeguarding procedures and is fully aware of her responsibilities to take the necessary action to protect the children in her care. Children are well supervised and effective arrangements with other registered childminders are in place to cover an emergency situation. The childminder has conducted detailed risk assessments of her home and for outings. To keep abreast of changes in the childcare sector the childminder works closely with Sure Start and other childminders in the local area. All aspects of documentation required for the safe and efficient running of the service are in place and organised to respect

confidentiality.

Through discussion the childminder is able to critically analyse her practice. However, formal procedures are in their infancy and not yet sufficiently robust to raise and extend the quality of care and education provided for the children. A recommendation made at the last inspection has been successfully met.

Children benefit from the friendly relationships that the childminder has established with their parents. A comprehensive range of well written policies are available and allow parents to understand how the childminder's service works in practice. The childminder gathers all necessary information from parents to ensure that individual care needs are met. Gradual introductions are encouraged and information about general routines is exchanged verbally and in writing. Assessment records are shared with parents and ideas to support children learning at home are given by the childminder. However, systems to involve parents in identifying their children's starting points are not yet fully developed.

The quality and standards of the early years provision

Children make good progress in their learning and development. Activities provided are age related and fun. The childminder has a clear understanding of what children like and can do. This allows her to plan activities which build on and extend children's learning. There is a balance of adult directed and child initiated activities. However, there are no systems in place to show how focused activities help children learn and develop. The childminder observes children as they play and uses this information to chart their progress and plan for the next stages of their learning. In addition, she has established good working relationships with the school to ensure that she is able to complement the EYFS curriculum provided by them. A broad range of resources are available to help children acquire new knowledge and skills. These are stored in low level boxes allowing children to make independent choices about their play. Children enjoy playing with toys that appeal to their interests.

Children are inquisitive learners. They are keen to try out new ideas and benefit from the childminder's guidance and support as she sits with them on the floor to help with building the farm. Tidying up at the end of the day and taking off their shoes as they come into the house helps foster children's self-help skills. Great emphasis is put upon developing children's language which contributes to their economic well being. Words are consistently repeated to reinforce early speech patterns and new and interesting vocabulary is introduced to sustain and develop children's interest in language. Children's love of books is apparent and they snuggle in close as they listen to their favourite stories. The childminder acts as a positive role model to the children. As a result, they are polite, well behaved and follow the sensible house rules which are clearly displayed.

Electronic toys help develop children's awareness of number and shape. Spontaneous play opportunities are used skilfully by the childminder to enhance children's understanding of colour. From an early age children have fun playing with a variety of textures, such as sand, water and feathers to help them learn

through using their senses. A strength of the setting is the variety of outings enjoyed by the children, helping them to appreciate their environment and to consolidate many other aspects of their learning. For example, they learn about different forms of transport by visiting the airport and travelling to Manchester on the tram. Excursions to garden and shopping centres within the area help children to appreciate the differing roles people have within society. Outings to play groups and the celebration of cultural festivals introduce children to social play with their peers and help them appreciate the diversity of the world in which they live. Children have a varied range of opportunities to develop their ideas through art work. Some of these are displayed to show that their work is valued and contributes to their self esteem.

Children's welfare is well promoted. The childminder's home is clean, warm and secure. Children learn the importance of following good hygiene practises and the use of paper towels to dry hands helps to prevent the risk of cross infection. The childminder holds a current first aid certificate and manages sickness or injury appropriately. Food and snacks provided are healthy and nutritious. Drinks are available to allow children to quench their thirst. Good use is made of space to meet the needs of all who attend. Daily physical play outdoors and walking in the local area helps children appreciate the importance of exercise to a healthy life style. Children learn to keep themselves safe as they practise road safety on the way to school and through fire drills which are recorded.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
How well are children helped to make a positive contribution?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.