

Inspection report for early years provision

Unique reference number	501259
Inspection date	01/12/2008
Inspector	Patricia Graham
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 2001. She lives with her husband and three children aged 13, 11 and nine years in the Ashton-under-Lyne area of Tameside. All rooms in the childminders house are used for childminding activities. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time in the early year's age range and is currently minding five children, part-time. The childminder also makes provision for children older than the early year's age group which is registered on the voluntary and compulsory parts of the Childcare register. The childminder has links with other early years settings which minded children attend.

The childminder walks to local schools to take and collect children. The childminder is a member of an approved childminding network.

Overall effectiveness of the early years provision

Children's welfare is promoted well and they make good progress in their learning and development because the childminder has a secure understanding of the Early Years Foundation Stage (EYFS) requirements. She recognises the uniqueness of individual children and works successfully in partnership with parents and others enabling consistency of care for children. Through self-evaluation of her practice the childminder identifies key strengths and adequately identifies areas to development further. This promotes good outcomes for children.

What steps need to be taken to improve provision further?

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

- increase the range of natural resources to allow children to investigate objects and materials by using all of their senses.

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

- obtain necessary information from parents relating to consent for seeking emergency medical treatment and information about who has parental responsibility (Safeguarding and promoting children's welfare) 15/12/2008
- ensure procedures are in place for dealing with any written concerns or complaints from parents. (Safeguarding and promoting children's welfare) 15/12/2008

The leadership and management of the early years provision

Effective relationships formed with parents and carers enable consistency of care for children. The childminder endeavours to care for children according to their parents wishes and good information is shared with parents through regular updates. This supports and extends children's learning and development. For example, children continue activities at home, such as baking and parents are provided with favourite recipes, such as leak and potato soup, which children thoroughly enjoy. The childminder also shares information with parents to ensure they are well informed of how their child is progressing. The childminder has effective systems in place for communication with other settings, which children attend, enabling continuity of care and learning for children.

Good arrangements are in place to ensure children are safeguarded. The childminder is aware of procedures to follow regarding child protection; she has refreshed her knowledge through relevant training and has a well organised safeguarding file which covers all issues thoroughly. Systems are in place to promote children's safety as the childminder undertakes risk assessments of the home and is vigilant at all times. Consequently, children are well protected. The childminder has a wide range of written information in place which is shared with parents. These documents are well organised and accessible. However, some required records are not yet in place, such as consent for emergency medical treatment and details regarding parental responsibility. In addition to this the childminder is not fully aware of the procedures for dealing with written complaints from parents. These are specific legal requirements.

The childminder demonstrates a good level of commitment to extending her knowledge through regular training and she strives to use her acquired knowledge to extend children's learning. This promotes good outcomes for children. The childminder is suitably experienced and endeavours to make continuous improvements in her childminding practice. For example, the childminder has started to use self-evaluation to monitor the service she offers. Consequently, she has a grasp of her key strengths and areas to develop further. However, monitoring systems are not yet fully developed in ensuring that all of the requirements of the EYFS are met.

The quality and standards of the early years provision

A stimulating and spacious environment enables children to make good progress in their learning and development. They feel totally relaxed as they listen to soft background music, which creates a tranquil atmosphere which aids their learning. At other times children extend their creativity as they dance and sing along to the music. The childminder offers lots of practical experiences, such as baking activities, which helps children develop an awareness of quantity as they weigh and compare the ingredients. They venture on outings to places of interest, such as trips to the park and outings to Uppermill, which widens their experiences and enhances their knowledge and understanding of the world.

Children are confident communicators as they talk about their play, and they shout with excitement 'Its snowing' as they observe the first snow fall of the season. Their interest is sustained as the childminder shares their excitement and talks to them about the snowy weather. Children's language is promoted as the childminder asks lots of open ended questions, which provides good opportunities for children to develop spoken language. A good selection of manufactured toys and resources, are easily accessible enabling children to be independent as they initiate their own play and learning. However, tactile activities, such as natural resources, are not always accessible for children to explore using their senses.

The childminder knows the children extremely well and is intuitive to their individual needs. She observes children appropriately and positively supports and extends their development by identifying their next steps in learning. Consequently, children are continually taught new skills, which enhances their sense of achievement and success.

Good emphasis is given on promoting children's health and hygiene as the childminder implements effective hygiene measures. This has a positive impact on children's awareness of a healthy lifestyle. For example, they are independent with their personal care as they wipe their own noses and older children use their initiative as they help to clean food surfaces after snack. Children's behaviour is exemplary because they are stimulated and happy. They receive lots of kind words and have a genuine bond with the childminder who is extremely nurturing in her approach. The childminder helps children learn about safety, for example, they practise fire drills and know the boundaries when walking to and from school. They enjoy wholesome meals and have good opportunities to make their own snacks, such as fresh fruit salads and fruit milkshakes. This successfully promotes their physical health and well-being.

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.	3

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:

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 there is a written statement of procedures to be followed in relation to complaints. (CR 7.1) 15/12/2008

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:

- ensure there is a written statement of procedures to be followed in relation to complaints. (CR 7.1) 15/12/2008

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

Since the last inspection there have been no complaints.

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.