

Inspection report for early years provision

Unique reference number	503316
Inspection date	30/04/2009
Inspector	Jeanne Lesley Walsh
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 was registered in 2001. She lives with her husband and two children aged 10 months and five years. They live in the Denton area of Tameside, within walking distance of shops, schools and a park. The whole of the ground floor is used for childminding, except for the kitchen. The children also have access to the family bathroom upstairs and there is a fully enclosed garden available for outside play. The childminder takes children to local children's activity groups and other places of interest, with parental consent.

The childminder is registered to care for a total of five children at any one time, under the Early Years Register and the compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently five children on roll; of these, two are under five years, two are between five and eight years, and one is over eight. All the children attend on a part time basis. She is a member of the National Childminding Association and she receives support from Sure Start and the Childminding Network.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder is developing a positive relationship with parents and a good knowledge of each child's individual needs. She welcomes them as individuals and provides appropriately for their welfare requirements. Her knowledge of the Early Years Foundation Stage framework (EYFS) is basic and some of her procedures are not fully developed. However, children's learning and development is satisfactory. The childminder does demonstrate enthusiasm and a capacity to improve her setting, through training and support.

What steps need to be taken to improve provision further?

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

- extend the risk assessment to clearly show how safety issues are resolved and complete outstanding safety issues, in relation to the safety of the steps, rubbish and the unprotected grid
- further develop knowledge and awareness of EYFS and develop links with parents and other providers, to help to provide a consistent approach to children's learning and development
- extend planning and assessment to ensure that, over time, it consistently covers all learning areas and links specifically to children's individual needs.

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

- obtain written parental permission at the time of the child's admission to the setting, to seek any

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emergency medical advice or treatment in the future.

The leadership and management of the early years provision

The childminder organises an initial settling in period for parents and obtains information that helps her to provide appropriately for the children's individual needs. She also discusses children's starting points, in relation to their learning and development. Daily discussion keeps parents informed of their child's progress. The parents are informed of the childminder's responsibility to deliver the EYFS. However, she has not developed links with parents and other providers, that help to provide a consistent approach to children's learning and development.

The childminder ensures that children are safeguarded in her care. She has completed training and is booked on further training to extend her own knowledge. She demonstrates awareness of possible signs and symptoms of abuse and is aware of procedures to follow should she have any concerns about children's protection. She also shares the written policy with parents. The children learn to keep themselves safe through regular activities and daily routines in the setting. For example, they are learning to tidy up the toys after use, so they do not trip over them. The older children are beginning to learn that small objects may be a choking hazard to babies and younger children and they are careful to keep such items out of reach. They are learning the boundaries that keep them safe, by not going into the kitchen and by practising regular fire drills. Risk assessments are in place to ensure a safe environment for children, as well as daily safety checks. They cover all play areas indoors, outdoors and outings, however, they do not clearly show the action taken. For example the risk assessment describes safety issues in the garden but there is no reference to action to be taken and some safety issues are still outstanding.

The childminder has started to prepare a self-evaluation form, which is helping her to learn more about her setting and consider ways that she can improve it. She demonstrates a good awareness of the six learning areas. However, the planning and assessment systems do not ensure that these are being fully covered or specifically link to children's individual needs. The childminder realises that she has only a basic knowledge of the EYFS and is willing to complete additional training to improve this.

The quality and standards of the early years provision

The childminder takes positive steps to meet children's individual welfare needs. She follows daily cleaning routines and hygienic procedures to reduce the risk of cross-infection. The children learn to wash their hands regularly, for example, before touching food and after using the bathroom or nappy changing. The childminder reads stories to the children about germs, which help to raise their awareness of being healthy. Appropriate care is provided if children become sick and, following a previous recommendation, the childminder has improved her procedures for obtaining emergency contact with parents. However, this still does

not include permission to seek emergency medical advice or treatment from parents. This will become an action within this report.

Children are starting to develop their communication skills as they listen to the childminder and try to copy what she says. They enjoy looking at the books and talking about what they are doing. The older children chat happily and talk about their day, as they walk home from school.

Photographic evidence shows the children singing and joining in with action rhymes and number rhymes. The children concentrate as they attempt to put the correct shape in the shape sorter. The younger children mimic the sound the childminder makes, when she sings 1,2,3, as they count how high they can build the alphabet bricks. They draw and scribble with pencils, felt tips and crayons, and their pictures show their first efforts of mark making.

The children are starting to become aware of their local community as they walk daily to and from school. They are familiar with the church where they join in the children's services at Easter and at Christmas. They also celebrate other festivals, such as Chinese New Year. They collect leaves and acorns from the park and talk about the textures and make pictures. The children enjoy painting and creating pictures. They particularly enjoy improvising with boxes, which they glue together and paint. Photographs show the children in a giant box pretending to be in a rocket. They extend their creative skills as they sing, bake cakes and dress up in the play kitchen, making pizza and cups of tea. They are learning to play together and develop independence and positive social skills. They are growing in confidence, as the childminder constantly praises their efforts and applauds their achievements, which boosts their confidence and self-esteem.

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.	3

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?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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?	3

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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