

Inspection report for early years provision

Unique reference number	504996
Inspection date	03/11/2009
Inspector	Patricia Graham
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2000. She lives with her adult child and two children aged 15 years and 11 years in the Failsworth area of Oldham. The whole ground floor of the childminder's house is used for childminding and bathroom facilities are situated on the first floor. 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 years age range and is currently minding one child, part-time and one child, full-time. The childminder is registered on the Early Years Register and also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register.

The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A sound understanding of the Early Years Foundation Stage positively supports children's welfare and enhances their learning and development. Suitable evaluation of the childminding practice adequately identifies areas to be developed, such as an increased awareness of the learning and development requirements. This has a positive impact on the overall quality of the provision, enabling continuous improvement for children.

What steps need to be taken to improve provision further?

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

- ensure fresh drinking water is available at all times to promote the good health of children (Safeguarding and promoting children's welfare) 17/11/2009

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

- improve the opportunities for babies by increasing the range of toys and resources available to them
- increase opportunities for children to explore a wider range of information and communication technology activities.

The effectiveness of leadership and management of the early years provision

Adequate awareness of the procedures in line with the Local Safeguarding Children Board procedures ensures the childminder can respond appropriately if child protection concerns arise. The childminder has safeguarding documents displayed for easy reference, and she is aware of procedures to follow in the event of an allegation being made against herself or family member. As a result, children are appropriately safeguarded. Routine risk assessments are completed, on the premises, and these work reasonably well in practice to ensure children's safety. Areas used for childminding are organised adequately to meet children's needs. For example, a spacious environment and sturdy furnishings enable babies to refine their physical skills as they crawl and freely explore the homely environment.

Adequate evaluation of the childminding practice identifies key areas to be developed. For example, actions and recommendations from the previous inspection are addressed earnestly. In addition to this a genuine commitment from the childminder to further enhance her practice enables continuous improvement in order to support children's care, learning and well-being. For example, the childminder has developed her systems for observing children and planning activities, which build on their individual interests. As a result, children are making steady progress towards the early learning goals.

Positive partnerships with parents and other settings, which children attend, are developing well. The childminder has made links with the local school enabling continuity in children's learning as they work together on specific areas of learning. This is complemented with regular communication with parents, which keeps them informed of their child's achievements, well-being and development. Systems are also in place to seek information, from parents, about their child's starting points enabling the childminder to recognise the unique characteristics of each child.

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

The childminder interacts skilfully with children enabling them to feel happy and settled. For example, babies babble tunefully and squeal with delight as the childminder adeptly responds to their babbles. She is attentive to their needs and supports them in their physical development as she helps them to walk and maintain a standing position. As a result, children are developing increased mobility. Older children develop independence as a suitable selection of toys and resources are presented in low level units and storage boxes. This encourages them to develop their self-help skills and to initiate their own play and learning. Babies show curiosity and follow their interests as they explore some toys, such as shape sorters, enabling them to problem solve. However, limited resources are provided for babies, which restricts their play and exploration. Children's awareness of diversity is positively promoted as they celebrate some festivals and access a suitable selection of resources, such as books, dolls and imaginative toys, which reflect positive images of others.

Children gain first-hand contact with nature as they venture on outings in the community, such as trips to the park, which offers them the freedom to be physically active and benefit from fresh air. They play counting games, such as how many red cars they see on route to school, and this positively supports their mathematical development. Children have some opportunities to investigate different textures, such as play-dough and shaving foam, enabling them to explore materials. This helps children gain some knowledge and understanding of the world. However, their knowledge of information and communication technology is reduced as programmable resources, such as battery-operated toys, are not consistently provided. The childminder strives to recognise children's unique abilities through observations which she has recently introduced and these adequately highlight children's abilities across the six areas of learning. Consequently, children are making steady progress which helps them develop skills for the future.

Children learn about safety through good practice, for example, they know to hold the banister when walking upstairs and they learn about road safety when outdoors. They are helped to develop appropriate behaviour as the childminder encourages children to share and take turns, and she uses lots of kind words to boost their confidence and self-esteem. Children are well nourished with a suitable selection of healthy meals, which include fresh fruit and vegetables, and babies' stages of weaning are discussed and agreed with parents. This helps children understand the importance of healthy choices. However, children's good health is not fully promoted as drinks are not available at all times. Children are protected because the childminder is qualified to administer first aid and she has suitable maintenance of documents, such as accident and medication records. This positively supports children's care 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

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3
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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse or neglect (CR2.1) (also applies to voluntary part of the Childcare Register) 17/11/2009

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 part of the Childcare Register section of the report (CR2.1) 17/11/2009