

Inspection report for early years provision

Unique reference number	EY223240
Inspection date	13/01/2009
Inspector	Angela Cuffe
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 has been registered since 2002. She lives with her husband and two children aged 12 and eight in Higher Openshaw, Manchester, within walking distance of shops, schools and parks. The whole of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the Early Years Foundation Stage age range. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll.

The childminder attends a local carer and toddler group on a regular basis. She is a member of the National Childminding Association. The family has two dogs.

Overall effectiveness of the early years provision

The highly experienced childminder works extremely well with her assistant in meeting the needs of children in the Early Years Foundation Stage. Children are happy and well settled in the homely and fully inclusive environment. They are all included and involved in the stimulating activities, which are purposeful and challenging. The childminder is aware of some of her strengths and weaknesses and is committed to continually improving her knowledge and skills by accessing training.

What steps need to be taken to improve provision further?

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

- ensure the written safeguarding policy is in line with the Local Safeguarding Children Board procedures

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

- keep a daily record of the names of children looked after on the premises including their hours of attendance(documentation)

16/02/2009

The leadership and management of the early years provision

The childminder provides a well organised service where all the children and parents are made to feel welcome. She is focused on helping children to make good progress in their learning and development and promoting their welfare. She recognises the importance of continuous improvement and is beginning to identify strengths and weaknesses of her provision.

The childminder is committed to meeting children's individual needs and has attended a range of training courses since her last inspection. She demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework and incorporates it well into her planning. Parents' knowledge of their children is taken into consideration and used as a starting point. Parents are given regular feedback on the progress their children are making and are involved in their learning.

The childminder has a secure understanding of safeguarding issues and the procedures to be followed if she has concerns about a child's welfare. However, this is not reflected in the written policy the childminder has in place, which is not in line with the Local Safeguarding Children Board procedures.

The quality and standards of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage which reflects in her practice. She is well organised and provides a welcoming environment by displaying children's artwork, colourful posters and photographs. This promotes children's self-esteem and confidence. She is aware of children's individual needs, which enables her to provide for them effectively. Children are provided with a range of interesting and stimulating activities to help them make progress in their learning. A wide variety of resources are stored at a low-level to enable children to initiate their own ideas and make independent choices. The photographs and wall displays create a welcoming environment for the children. Children enthusiastically point at photographs as they recognise themselves and their friends.

The childminder dedicates her time to playing and interacting with the children, who she clearly has a very warm and positive relationship with. The childminder knows the children extremely well, she gathers a wealth of information on the children's starting point and recognises that children are all unique. She observes and assesses children as they play and uses this information to plan their next step. The childminder regularly takes the children to groups, which gives them the opportunity to socialise, share resources and explore different play environments.

Children are confident speakers and express themselves clearly, for example, when spotting the day chart, one child pointed out that it had already been changed because it has the correct day and weather on it. The childminder skilfully extends children's vocabulary by introducing words such as big, huge, small and tiny when reading them a story. Children's problem solving and reasoning are promoted through various activities, for example, children discuss with the childminder the slide show of photographs on the computer, they then ask if they can paint and using the mouse they make big and small pictures. The childminder puts some songs on and they all dance and sing along to the music.

Children's health and safety are very well promoted. They learn about healthy eating as the childminder provides a range of varied nutritious homemade meals and snacks. The childminder reinforces good behaviour with praise and

encouragement. She supports children to adopt good hygiene practices and minimise the risk of cross-infection. Children learn about some aspects of keeping themselves safe, for example, they look for 'the green man' when crossing the road and practise fire evacuations. Effective risk assessments are undertaken daily which ensures children's safety. However, children's hours of attendance have not been recorded, which is a breach of requirements.

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?	2
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.