

Inspection report for early years provision

Unique reference number	EY288742
Inspection date	18/12/2008
Inspector	Gillian Patricia Bishop
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 2004. She lives with her husband and two children aged ten and five years in the Middleton area of Greater Manchester. All ground floor rooms are used for childminding purposes. First floor rooms are not included with the exception of the bathroom. There are gardens to the front and rear of the property for outside play.

The childminder is registered to provide care for a maximum of five children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, two of whom are in the early years age group. She takes and collects children to local schools and she routinely visits toddler groups within local Children's Centres.

The childminder has a level 3 childcare qualification and she is currently enrolled on a quality award scheme.

Overall effectiveness of the early years provision

The childminder is successful in promoting children's welfare, enjoyment and safety due to the effective policies and procedures which work very well in practice, although systems which support children's learning and development are not yet fully secure. Children and parents have good opportunities to contribute their ideas and views about the setting through questionnaires which enables them to influence all aspects of care, learning and play. Children develop a strong sense of belonging in the home and they have links with other local community settings, however, they have fewer meaningful opportunities to learn about diversity and the wider world. A secure understanding of self-evaluation ensures the childminder is able to set realistic and achievable goals for future development.

What steps need to be taken to improve provision further?

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

- continue to develop planning, observation and assessment systems to support children's learning and development and improve familiarity with the six areas of learning
- promote positive attitudes to diversity through activities that encourage children to talk about similarities, differences and lifestyles and the reasons for these.

The leadership and management of the early years provision

The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) and she has developed her systems and procedures to meet with

requirements, for example, by devising suitable risk assessment records. She has begun to reflect on her childcare practice and potential action plans for the future because she recognises and values the necessity for a secure self-evaluation process. The childminder provides a well organised play environment and a flexible but structured daily routine which ensures the day runs smoothly for the children. Activities are thoroughly enjoyed by all the children; however, systems to monitor their progress are not yet secure enough to be fully effective. The childminder demonstrates a good knowledge of current safeguarding procedures and she undertaken relevant training, which ensures she is able to follow correct procedures in the event of a concern. She ensures parents are advised about her responsibilities in relation to the protection of children in her care because she displays pertinent information for them to view.

The childminder values the importance of effective communication with parents so she provides them with a good range of written and verbal information about children's welfare and learning. Parents are provided with a full range of written policies and procedures and a parent noticeboard is used to display important documents, such as the registration certificate and information about the regulator. The home is made very welcoming to parents and their views are regularly sought and valued. A daily diary for parents provides an overview of the children's day and welfare issues, and they have access to children's development files and discussions about how new activities are being used to promote their next steps. Written feedback from parents is complimentary as parents state they are confident in the childminder's care and they value the information displayed and the time she takes to discuss issues at the end of each day.

The quality and standards of the early years provision

Children are happy and well settled in the childminder's care because she offers lots of praise and encouragement which helps them to feel confident and secure. The vast range of toys and equipment are placed in see-through boxes with labels which allows both younger and older children to access equipment independently. Children benefit from free play and adult-led activities which help them to make steady progress towards the early learning goals. For example, children engage in lots of Christmas artwork which is attractively displayed for children to take pride in. Children are learning to be independent as they collect their own shoes and coats when preparing to play outside. Children's enjoyment of music and signing is nurtured by lots of musical toys which younger children automatically move their bodies to. They explore seasonal changes when it snows and they have access to multi-cultural resources and outings which introduce the local community.

The childminder demonstrates a satisfactory knowledge of the six areas of learning in the EYFS, which helps her to provide a balance of interesting and appropriate activities for children in the early years age group. The time she takes to talk and play with children enables her to monitor their progress and development. Children are valued and respected which ensures their particular developmental needs are considered. The childminder has begun to introduce evaluations of children's progress, including some basic information about their next steps in learning, but these are not firmly embedded within the assessment record systems or activity

plans.

Children are introduced to a healthy lifestyle due to effective procedures that keep them well and free from infection. For example, children receive a nutritious diet and they adhere to good personal hygiene arrangements, such as washing hands after outdoor play and cleaning teeth after meals. Young children are reminded to take regular drinks and keep warm by wrapping up in warm clothes during the winter weather. Priority is given to keeping children safe due to appropriate written risk assessments and the procedures. Older children are introduced to fire drill procedures which ensures they learn how to act appropriately in the event of an emergency. Children of all ages have a clear understanding of behavioural expectations so they willingly help tidy up, use good manners, and have respect and consideration for others. Children develop positive life skills for the future because they experiment with simple technology, such as programmable toys during shop role where they scan their shopping and talk about purchases and how much money they cost. The childminder ensures all regulatory documentation is kept including a policy and procedure for complaints and concerns. Children's records are kept and shared with regard to confidentiality and they contain all the required details.

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?	3
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?	3
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?	3
How well are children helped to enjoy and achieve?	2
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?	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

Since the last inspection there have been no complaints made to Ofsted that required Ofsted or the provider to take any action.

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.