

Inspection report for early years provision

Unique reference number	EY293060
Inspection date	11/08/2009
Inspector	Kay Margaret Armstrong
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 has been registered since July 2004. She lives with her partner and two children aged eight and three years old. The family live in the Gee Cross area of Tameside, which is close to shops, parks and the library. Childminding takes place in the lounge, dining room, kitchen and in the playroom upstairs. Children have access to bathroom facilities on both floors. The front and rear garden are available for outdoor play.

The childminder is registered to provide care for a maximum of five children at any one time, two of whom may be in the early years age range. There are currently two children on roll in this age group, both attend on a part-time basis. The childminder also makes provision for children older than the early years age group as she is registered on both the compulsory and voluntary parts of the Childcare register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder works very hard to effectively promote children's well-being, learning and development. Children are happy and settled; clearly thriving in the inclusive environment. The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) framework. She provides a range of activities that are age related, fun and successfully promote children's economic well-being. Good relationships have been established with parents. The childminder demonstrates a positive capacity for continuous improvement and is aware of where minor gaps in her provision lie.

What steps need to be taken to improve provision further?

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

- consider including parents and children in the self-evaluation processes to develop a more inclusive practice in identifying areas for improvement.

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

- extend the safeguarding procedure to include the procedure to be followed if an allegation is made about the provider or member of her family (Safeguarding and promoting children's welfare) (also applies to the compulsory/voluntary parts of the Childcare Register) 28/08/2009
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare) (also applies to the compulsory/voluntary parts of the Childcare Register). 28/08/2009

The leadership and management of the early years provision

The childminder has a good grasp of her role regarding the safeguarding of children. She demonstrates clear knowledge and understanding of the signs and symptoms of abuse and is aware of procedures to follow should a concern arise. Most of the documentation required by the regulator is in order which promotes the safe and efficient management of the setting. However, the written safeguarding procedure is not in line with current legislation and there is not a complaints procedure in place. This is a breach in the welfare requirements and impacts on children's overall safety and well-being.

Children benefit from the friendly relationships that the childminder has established with their parents. A range of written policies are available, allowing parents to understand how the childminder's service works in practice. The childminder gathers all necessary information from parents to ensure that individual care needs are met. Written and verbal feedback is shared with parents at the end of each day. This gives parents an appreciation of how the children have spent their time whilst in the childminder's care. Assessment records are shared with parents and their contributions are actively encouraged. From the letters the childminder has received from parents it is evident that they have a high regard for the care their children are given. Valuable information, such as the registration certificate and information on the EYFS, is clearly displayed. Links with other providers of the EYFS that children attend, such as local schools, have been established.

The childminder demonstrates a positive capacity for continual improvement. All recommendations made at the last inspection have been successfully met. These include; improved hygiene procedures to minimise the risk of cross infection, shared information regarding behaviour management to develop a consistent approach and more opportunities provided for children to develop a greater understanding of difference. The childminder has begun to informally evaluate her practice; she correctly identifies her strengths and is aware of some areas for improvements. However, she has not yet involved others in her reflections to broaden her capacity for improvement and help create a more inclusive environment.

The quality and standards of the early years provision

Children benefit from being cared for in a home which is warm, clean and provides them with ample space to move around freely and play in comfort. Play rooms benefit from lots of natural sunlight and patio doors in the sitting room give children direct access to the back garden, creating an enabling environment for all children. The childminder makes observations of children as they play. The observations are supported with photographic evidence and used to identify the next stages of children's progress. The day is well planned with a balance of adult directed and child initiated activities which incorporate the next steps in children's learning and development.

Children enjoy their time with the childminder because she knows each child very well and ensures that activities and experiences match their abilities and interests. They are purposefully engaged in activities of their own choosing and the childminder offers appropriate support and encouragement as required. She interacts positively with the children, sharing her attention well and continually talking with them, both answering and asking questions. This is helping the children to confidently develop their verbal skills and thought processes. Children are treated respectfully and respond appropriately. They are developing good self-esteem and a positive self-image in a warm and trusting environment where they are encouraged to become independent, active learners. For example, they enjoy expressing themselves creatively as they print using potatoes and paint wonderful pictures, which they are extremely proud of. They smile as they talk about what they have painted 'it's a blue elephant and a green giraffe in the jungle'. Children have good pencil skills and clearly write with a purpose as they put their own names on their pictures. They understand that print carries meaning. They enjoy solving simple puzzles, such as, 'it is a bird that is seen on Christmas cards and has a red breast'. They work together to successfully build a train track and understand that the train needs batteries in order to work.

The children are curious, they learn about lifecycles as they grow tomatoes, pumpkins and carrots in the garden. Children develop an awareness of difference and the world around them as they attend different groups, visit local parks and participate in a range of activities to celebrate different festivals. Children are developing good physical skills as the childminder provides a range of equipment and activities which help them refine their coordination and mobility skills. For example, they enjoy going swimming, playing football and riding bikes. They have ample opportunities to run around and have fun in the garden. Children describe feeling safe at the childminder's and not wanting to go home because they enjoy playing. They say they like having sausage and mash for their dinner, going for bike rides and feeding the ducks in the park.

Children have a good awareness of their health. They enjoy nutritious meals and know that healthy foods help them to develop strong muscles. Children have a clear understanding of good personal hygiene habits which helps to minimise the risk of cross-infection. Children are gaining an awareness of their own safety within the premises and when they are outdoors. They understand why they must wear helmets when riding bikes; know that they must practice road safety when out walking and understand how to evacuate the premises in an emergency.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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:

- take action as specified in the early years section of the report (CR2.1) 28/08/2009

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 early years section of the report (CR7.1) 28/08/2009