

Inspection report for early years provision

Unique reference number	EY298675
Inspection date	29/06/2009
Inspector	(Kate) Kathryn, Jane Ryder
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 2005. She lives with her husband and pet dog in a house in the Chadderton area of Oldham. The whole of the ground floor and first floor bathroom facilities are used for childminding. There is a fully enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time, and she currently cares for two children, one of whom is in the Early Years Foundation Stage (EYFS). The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children's health and safety is satisfactorily promoted and liaison with parents ensures the childminder is able to meet children's individual care needs. Planning and observation systems are newly introduced and not yet fully developed. The childminder has not begun to use any self evaluation procedures to monitor her provision. However, she has recently been pro-active in seeking support from her early years team to help her develop areas of her practice.

What steps need to be taken to improve provision further?

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

- further develop systematic observations and assessments of each child's achievements and use these to identify learning priorities and plan motivating learning experiences for each child
- review the complaints procedure making sure it contains details for contacting Ofsted
- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment in the future
- extend the risk assessments to identify aspects of the environment that need to be checked on a regular basis and maintain a record when they have been checked; in addition make sure that each type of outing is risk assessed.

The leadership and management of the early years provision

The childminder takes responsibility for her professional development and attends short training courses in order to update mandatory certificates, such as first aid. She also attends courses to develop her knowledge, for example, the Early Years Foundation Stage (EYFS), promoting children's positive behaviour and food safety. However, areas for development are not prioritised because she does not have a system of self-evaluation. The childminder's useful policies and procedures contribute to the safe and effective management of the provision. However, the

complaints procedure does not have Ofsted's contact details, parents written permission to seek emergency medical treatment has not been obtained and the risk assessments lack sufficient detail and do not cover all outings.

All parents have written contracts and access to essential information, such as the childminder's policies and procedures and her certificate of registration. Parents are made aware that children have individual books to monitor their progress using observations and photographs. Parents are given verbal feedback on a daily basis about their child's day.

In general, the childminder uses appropriate safety measures to keep children safe. She minimises the risk of infection in relation to the use of potties because of her scrupulous regard to hygiene issues. The childminder is aware of the signs and symptoms of abuse and follows appropriate procedures, which protect children.

The quality and standards of the early years provision

The childminder's knowledge of the EYFS is developing. Consequently she provides children with a range of activities which helps them make progress towards the early learning goals. For example, story books help children develop an awareness about disability issues, as they learn about people with a visual impairment can 'feel' a picture rather than see it. Children have good opportunities for mark-making as they paint pictures using paint brushes and they particularly enjoy making random marks on a doodle board, erasing their drawings and starting the process over again. Children enjoy the many opportunities they have for outdoor play. They develop their large physical skills as they ride bikes and bounce up and down on the mini trampoline. They sing songs with the childminder, such as 'hop little bunnies', as they bounce. The childminder monitors children's development through short term planning and written observations. She makes links with the EYFS, although not in every area of learning and children's next steps are not clearly identified.

The childminder encourages and praises children. She acknowledges their achievements which gives them a feeling of self-worth. For example, children respond very well to her words of encouragement as they learn to use the potty. She encourages children to form friendships, frequently asking 'who would you like to sit next to', as they enjoy a relaxed snack time or sit down to paint.

The setting is homely and welcoming. The small play space is organised with a selection of toys to suit the ages and interests of the children. Resources are in a good, clean condition and of satisfactory quality. In the main, play materials are easily accessible to children as they are stored at their level in open toy boxes. The childminder provides snacks with regard to healthy choices, such as home made soup and a selection of fruit. Children are able to continually access drinks, ensuring that they quench their thirst.

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----