

Inspection report for early years provision

Unique reference number	EY299333
Inspection date	29/05/2009
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 2004. She lives with her husband, two teenage children and her 10 year old. The family live in the Prestwich area of Greater Manchester. The home is accessed at ground floor level, to the front of the property. The lounge and kitchen on the ground floor and bathroom facilities on the first floor are used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and she is currently caring for five children, four of whom are in the early years age group. 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 good. The childminder is warm and caring and she values the uniqueness of each child. She has good procedures in place to meet children's individual needs. Observation and assessment systems are completed daily, and in general ensure children make good progress in their learning and development. In the main, the childminder successfully promotes children's welfare. She has positive relationships with parents and there are good systems for exchanging information. Through reflective practice, the childminder has begun to identify areas of her practice for future improvement, which as a consequence has a positive impact on outcomes for children. Children benefit from the childminder's commitment to her ongoing professional development.

What steps need to be taken to improve provision further?

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

- further develop observation and assessments arrangements to cover all areas of learning
- take appropriate action to reduce the risk of the spread of infection whilst cleaning up dog faeces from the children's outdoor play area.

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

- extend the risk assessments to include the procedure for each type of outing (Suitable premises, environment and equipment).

26/06/2009

The leadership and management of the early years provision

The childminder demonstrates a positive attitude towards professional development and accesses training to improve her skills, such as gaining a childcare qualification and undertaking a quality assurance award. She has begun to use self-evaluation systems to identify her strengths and weaknesses and plans to further develop her knowledge of the Early Years Foundation Stage (EYFS), in particular in relation to observations and assessments of children's learning and development. Presently, observations are not cross referenced to EYFS guidance and do not demonstrate that all areas of the curriculum are covered. All required policies, procedures and documentation for the safe and efficient management of the setting are in place.

The childminder carries out risk assessments, to minimise hazards in the home environment, making it a safe and secure place for children to play in comfort. However, there are no clear procedures for outings and children's health is compromised as outdoor play areas are not disinfected after dog fouling. The childminder is well informed regarding safeguarding procedures, ensuring appropriate action is taken, in the event of any concerns and therefore protecting children from harm. The environment is welcoming, clean and very well maintained. Resources, toys and equipment are all in good condition and of very good quality. They are easily accessible to children as they are stored at their level. Children learn to lead a healthy lifestyle, through good personal care routines, meals and snacks, which keeps them healthy.

Children benefit from good working relationships between parents and the childminder. During induction, the childminder gathers information about children's individual needs, such as dietary and health needs. Informal daily chats, keeps parents informed about events during the day and a daily diary confirms what children have eaten, their sleep patterns and their activities. Individual daily observation books, monitor some achievements and progress. Parents are provided with a wide range of written policies and procedures, keeping them aware about the childminder's expectations and her service.

The quality and standards of the early years provision

The childminder values children and her knowledge regarding individual needs ensures that they are well supported and make good progress towards the EYFS. Children are happy and well settled in the childminder's care because she provides good levels of interaction, praise and encouragement, helping them to feel confident and secure communicators. The childminder recognises that her observation and assessment systems need further development, particularly in making sure that all areas of the curriculum are covered. The childminder has an ongoing developing knowledge of the six areas of learning in the EYFS which helps her to provide a balance of activities for children in the early years age group. The time she takes to talk, play and observe children enables her to monitor progress and development. Interaction between the childminder and children is very good. She talks to them, holds them on her lap for comfort and stories, and plays on the

floor with them. They are encouraged and praised for reaching milestones, giving them a strong feeling of self-worth.

The playroom is well set out and children have plenty of space to move around freely. They are able to make choices about their play and select toys from the appropriately presented range set out by the childminder. The childminder plans her routine to ensure that children have experiences of purposeful play and exploration, such as reading stories about animals and being creative with painting activities. Children's knowledge and interests are extended through activities related to a topic, such as a recent visit to a farm. Story books, small world play and animal building blocks sustain interest and widen children's knowledge and understanding of the world. Young children enjoy opportunities to express themselves creatively as they paint on paper with brushes and their hands. They take delight in running their fingers through the paint and notice random marks emerging. The childminder spends time extending children's language skills and critical thinking. For example, when reading a story to young children she points to the dog, encourages them to make the sound and makes links to her own pet dogs. Children hear familiar words, helping them to establish early speech patterns and the childminder introduces new words, such as 'squiggy', as the paint squeezes through their fingers. Children begin to learn about numeracy as they hear number language routinely. For example, the childminder counts how many eyes they have and how many grapes they have left at snack time.

Children have regular opportunities for outdoor play and they enjoy weekly visits to local toddler groups for socialisation. They can rest or sleep as they need. Children learn about diversity, as they play with the positive image play materials and take part in festival work. Children learn to keep themselves safe during any outdoor activities, for example, they know to hold hands when walking to school and that the trampoline net has to be zipped up. They develop a clear understanding of behavioural expectations, which helps them to develop positive life skills for the future. For example, through the use of simple house and safety rules, such as helping to tidy up, caring for the equipment and being patient.

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?	3
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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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