

Inspection report for early years provision

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Inspection date	14/03/2012
Inspector	Rachel Ayo
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2006. She lives in the Sportland area of Rochdale in Lancashire with her husband and four children aged 11, eight, seven and one year. The ground floor, except for the drawing room, is used for childminding purposes along with a first floor bathroom and bedroom. There is a rear garden for outdoor play. Local amenities include shops, parks, schools, nurseries and a library and the childminders premises are situated close to transport links.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years, no more than two of whom may be in the early years age group. The childminder may also provide overnight care for three children, no more than two of whom may be in the early years age group. The childminder is currently caring for one child in this age. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes children's welfare reasonably, although some requirements are not fully met. Children make suitable progress in their learning and development with most systems for individualised observational assessment being satisfactory. The childminder works appropriately with parents to meet children's individual needs and promote inclusion and she links closely with providers where children attend other settings. The childminder has adequate systems for self-evaluation and plans for the future are suitably identified in order to continue to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors are kept to a minimum (Suitable premises, environment and equipment) 28/03/2012
- ensure that there is a clearly defined procedure for the emergency evacuation of the premises for all aspects of the provision, including overnight care (Suitable premises, environment and equipment) 28/03/2012
- develop knowledge and understanding of the complaints procedure (Safeguarding and promoting children's welfare). 28/03/2012

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

- improve the systems for individualised observational assessment by finding out what children know and can do when they are new to the provision in order to establish their starting points in line with the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues, for example, by keeping training up to date. She is very aware that possible signs or symptoms of abuse come in many different forms and she is extremely clear on what procedures she would follow where concerns arise, as reflected in her detailed safeguarding policy. The risk assessment completed by the childminder has failed to identify a number of hazards to children, which is a breach of requirements. There are gaps in the garden leading to next door's garden and the childminder's front garden and a low-level brick wall is not secured. In addition, blind cords and sharp implements, stored in a kitchen drawer, are accessible. However, the risk to children is minimised by close supervision and limited access to the garden.

The childminder describes good procedures for keeping children safe on outings and she carries out regular evacuation drills to promote fire safety. However, there are no clearly defined evacuation procedures where overnight care is provided which means the requirement is not fully met. Documentation is appropriately maintained in order to promote the efficient and safe management of the provision and meet children's individual needs. Space and resources are organised adequately to enable children to be independent learners and make choices about what they would like to play with. For example, certain toys are set out in the lounge and children can select from tubs of resources stored in the separate play room.

The childminder exchanges a generally good range of information with parents before their child attends including giving out copies of her policies. Although she does not effectively share complaints procedures with parents as she is not fully aware of these, which is a breach in requirements. Parents are actively encouraged to share what they know about their child through a 'Record of individual needs' form which ensures the childminder is fully aware of each child's needs and can ensure inclusion. Children learn about their own and other cultures and festivals and observe diversity further within a suitable range of resources. Where children use English as an additional language they are actively encouraged to use their mother tongue whilst simultaneously being supported in developing early literacy skills in English. There are adequate arrangements for updating parents about their children's progress and involving them in supporting learning at home. The continuity of children's care and learning is further promoted by the childminder discussing with nursery staff and viewing progress records and learning plans.

The childminder accesses many short courses provided by her local authority,

although she does not always effectively utilise these to improve her practice. For example, although the childminder has attended training on risk assessments, this is identified as a weakness on inspection. The childminder uses the Ofsted self-evaluation form to identify her strengths and areas for development and she links with other childminders and local authority advisors to review her practice. Most recommendations from the last inspection have been addressed, improving children's learning and development. However, a weakness has been identified again about the safety and security of the garden, which is now reflected in an action. Parents are actively involved in sharing their views through questionnaires which reflect complimentary comments.

The quality and standards of the early years provision and outcomes for children

Children are happy, confident and clearly at ease in the childminder's home. They take part in an appropriate range of activities which are satisfactorily planned across the six areas of learning to promote their learning and development. The childminder incorporates children's interests and next steps in line with the expectations of the early learning goals in order to ensure that children are making progress. Although, she does not establish what children know and can do when they are new to the setting to ensure they make optimum progress.

Positive relationships are observed between the childminder and children who respond well to requests, such as washing their hands before having a snack. The childminder supports and extends children's learning appropriately as she engages in activities. For example, as children complete a jigsaw, the childminder encourages them to look for different shaped pieces. Children confidently recognise plastic numbers up to 10. As they line these up the childminder asks, 'What comes after 10? Can you find two number ones? That's right, 11. Well done.' Children confidently communicate with the childminder for example, talking about the type of cake they had when it was their birthday and they play imaginatively with small world toys, such as cars. Children have many opportunities to explore media and materials and develop creativity for instance, through attending different groups in the community.

Parents are asked to provide food for their children, the childminder encourages healthy eating and plans activities, such as planting and growing. The childminder implements appropriate accident and illness procedures to help children stay healthy and encourages suitable hygiene routines to minimise the spread of infection. Children have regular access to fresh air and exercise for example, through visits to the park where they have opportunities to use more challenging physical apparatus which promotes their large motor skills. Explanations on outings relating to road safety for example, help children to develop a suitable awareness of keeping safe.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email and provide parents with a copy of these (Procedures for dealing with complaints; Providing information to parents) (also applies to the voluntary part of the Childcare Register). 28/03/2012

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 above in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints; Providing information to parents). 28/03/2012