

Inspection report for early years provision

Unique reference number	EY371160
Inspection date	13/01/2009
Inspector	Julie Firth
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 2008. She lives with her four children aged 16, 14, 12 and 10 years in the Flixton area of Trafford. The whole of the ground floor is used for childminding; this includes the lounge and kitchen/dining area. The rear garden is available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is available to provide care each weekday, on a full-time basis. There are currently nine children on roll of whom four are within the Early Years Foundation Stage (EYFS). The setting is also registered on the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The setting promotes children's safety and welfare, children are making steady progress in a warm inclusive environment, however, there are omissions in some policies. The provision for children's learning and development is not yet fully developed with regard to systems for observation and assessment. The childminder has positive partnerships with parents and is beginning to set up links in the wider context to promote the care and education of the children. She is beginning to reflect on her practice but formal self-evaluation systems are not yet fully in place. Therefore gaps in some aspects of the provision are not identified.

What steps need to be taken to improve provision further?

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

- further develop planning and assessment systems to ensure activities are tailored to meet children's individual needs
- continue to use self evaluation effectively to monitor all aspects of the provision.

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

- conduct a regular risk assessment on the premises and for individual outings and maintain a record

27/01/2009

The leadership and management of the early years provision

The childminder demonstrates a sufficient knowledge and understanding of the Early Years Foundation Stage framework and is beginning to make initial observations of the children and assess their next steps of learning. In the main, the childminder's home is organised to give children opportunities to become

independent. A daily routine promotes children's welfare and meets their needs. Some procedures are in place and contribute towards positive outcomes for children. Records are organised and stored securely to maintain confidentiality.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents and gives them a sheet to record their children's development. This ensures she has an awareness of each child's starting points. Activities are planned around children's needs and interests and the childminder takes time each day to record their activities and share with parents. Links are beginning to develop with the local nursery school to ensure progression and continuity of care and education.

The childminder is committed to meeting children's individual needs and is enthusiastic to attend further training. She recognises the importance of continuous improvement and she is beginning to identify the strengths and weakness of her provision. The childminder ensures that all adults who come in contact with children are suitable. She is aware of safeguarding issues and procedures and is able to recognise the signs and symptoms of abuse. However, there are no written procedures in place or phone numbers of who to contact if there is a concern. Records on the children are maintained and are stored appropriately and the childminder is aware that these should remain confidential. She informs parents to discuss any concerns they may have. However, there are omissions in the written complaints policy.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. A suitable range of activities help children make steady progress in their learning and development. Planning is in the early stages as children are new to the setting and still settling. Resources are generally accessible to enable children to make choices about their play. These are sufficient to promote most aspects of learning and to help children gain an understanding about the wider world. The childminder understands the importance of children learning through play and is becoming familiar with the early learning goals. She provides good support and praises positive behaviour using suitable strategies.

The childminder develops warm relationships with the children and provides reassurance when they become unsettled which helps them feel safe and secure. Children's communication skills are fostered as they have an opportunity to play alphabet bingo helping them to recognise letters, match puzzles and show an interest in books. They count in rhymes and use number in some activities. Furthermore, they are encouraged to speak about their families and events that take place at home.

Children enjoy playing imaginatively with dolls and prams and have access to a suitable range of resources to express their creative ideas, such as paint with different colours and collage materials. They show an interest in battery operated toys that make sounds and light up and enjoy sitting with the small world. They visit the local shop and recognise different foods and vegetables. The rear garden

provides opportunities for fresh air and exercise and children visit the local park to use large equipment to balance and climb.

Children's health and well-being is promoted. They learn about hygiene practices as they wash hands as part of the daily routine. The children are treated appropriately for minor injuries and parents give written consent for emergency medical treatment. They benefit from a range of healthy snack options to promote their growth and development. Children sit together at snack times which provide a social occasion using good manners, such as please and thank you. They are learning about keeping themselves safe, for example, road safety. Daily checks are carried out to identify potential hazards but there are no formalised written risk assessments in place for the home or outings.

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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children intended to safeguard the children being cared for from abuse or neglect (applies to both parts of the Childcare Register) (Arrangements for safeguarding children) 27/01/2009
- take action as specified in the compulsory childcare register section of the report 27/01/2009

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 compulsory childcare register section of the report 27/01/2009

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 registration there have been no complaints made to Ofsted that required the provider or Ofsted 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.