

Inspection report for early years provision

Unique reference number	EY377188
Inspection date	14/08/2009
Inspector	Teresa Ann Clark
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 2008. She lives with her husband and daughter aged five years. The family live in the Gately area of Stockport close to shops and parks. The whole of the ground floor of the home is used for childminding, which includes the lounge, play room and kitchen. First floor rooms are not used, with the exception of the bathroom. There is a safe and secure rear garden available for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding eight children in the early years age group. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register, and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has a sound knowledge of the children in her care and plans a balanced range of activities to enable them to make steady progress toward the early learning goals. Children are treated as individuals and positive steps are taken to ensure that all children are included and made welcome at the childminder's home. She develops positive relationships with parents however, they are not yet involved in supporting children's learning. The childminder has not introduced a system to evaluate her practice, as a result, some gaps in the provision are not identified. For example, the lack of some documentation results in a breach of a welfare requirement.

What steps need to be taken to improve provision further?

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

- improve hygiene practices, for example, ensuring children wash their hands before eating
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop systems for reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children
- develop partnerships with parents to involve them in their child's continuous learning and development.

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

- ensure written records are kept of all medicines administered to children and inform parents (Safeguarding and promoting children's welfare) 28/08/2009
- obtain written parental consent to seek emergency medical treatment or advice (Safeguarding and 28/08/2009

promoting children's welfare).

The leadership and management of the early years provision

Children are welcomed into a well maintained home where there is sufficient space for them to play. The childminder is steadily becoming more familiar with the requirements of the new Early Years Foundation Stage (EYFS) which has enabled her to begin to develop progress records for children's learning. She has identified some areas of the provision which require further improvement, such as recording systems to support children's learning. However, the childminder is not reflecting more widely on her childcare practice and potential action plans are not yet linked to a secure self-evaluation. The childminder has some written policies in place to share and most required documentation is in place. However, she does not seek written parental consent to seek emergency medical treatment or advice and she has not kept records of medication administered to children. As a result, she is in breach of a welfare requirement and children's health and safety is at risk.

The childminder has a satisfactory understanding of her role regarding safeguarding children and is aware of procedures to follow should a concern arise. The childminder conducts thorough written risk assessments of her home and for outings, which helps identify any potential risks to children's safety. The childminder takes effective safety measures on outings. Children wear badges with the childminder's mobile telephone number in the event of a child getting lost. The childminder has a clear evacuation procedure, which is practised with the children to ensure they are familiar with the procedure and they remain calm.

Parents benefit from a two-way flow of information because they are provided with a generally good range of written and verbal information and they are encouraged to share pertinent information about their child's well-being which may have had an impact on the child's care. However, systems have not been established for parents to be fully involved in their children's learning and development. A written complaints procedure is in place should parents wish to make contact with the regulator. Links have been established in the wider context, for example, where children are in receipt of the Early Years Foundation Stage (EYFS) from other providers.

The quality and standards of the early years provision

The childminder is becoming more familiar with the six areas of learning which enables her to support children's progress toward the early learning goals in the EYFS. This helps her to provide a suitable range of activities, which are age related and contribute toward children's future economic well-being. She takes time to talk and play with children supporting them in their learning. The childminder is in the early stages of setting up development records for each child. Although the childminder knows the children's interests and capabilities, she is not formally observing and assessing their development to help her plan for their next steps.

Children are happy and well settled in the childminder's care because she offers lots of praise and encouragement which helps them to feel confident and express their own needs, for example, 'I want to go on the swing, I need a drink'. Children benefit from a very child orientated play environment and their play is enhanced by a good selection of toys and equipment which are readily available and easily accessible to them. Children confidently organise their own play ideas, for example, making dens and playing mini golf in the childminder's attractive garden. They learn about good manners and behaviour which helps them to make friendships. They access a good range of books and the childminder encourages them to practise their writing skills as they complete the calendar each day. Children explore using their senses, for example, playing in the sand with their bare feet and mixing mint from the childminder's garden with water to make potions.

Children's health and well-being are promoted through nutritious food, such as lots fresh fruit and healthy snacks. Children enjoy food in good supply and have access to drinks throughout the day to keep hydrated. Children are learning about their own safety, for example, the childminder reminds them about using equipment safely. Hygiene practices are not consistent as children do not always wash their hands before eating. Children are encouraged to be very independent as they select whether to play indoors or outdoors. They have good opportunities to dress themselves when putting on and taking off shoes. Children access some programmable toys which introduces them to technology, such as the music player. These experiences enable children to learn skills for the future.

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:

- develop safeguarding statement to include procedures to be followed if an allegation is made against a member of the household (CR2.1) (also applies to voluntary part of the Childcare Register).

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 compulsory part of the Childcare Register (CR2.1).

28/08/2009