

Inspection report for early years provision

Unique reference number	EY419844
Inspection date	10/08/2011
Inspector	Janet Singleton
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 2011. She lives with her partner and two children aged six and three in the area of Bury. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog, rabbit and two guinea pigs.

The childminder is registered to care for a maximum of two children under eight years at any one time, of whom, no more than two may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, two of whom, attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 has a sound understanding of the children she cares for, to enable them to make satisfactory progress towards the early learning goals. Observation and assessments are completed, but do not sufficiently record the next steps for learning. The children are kept very safe and comprehensive risk assessments are in place and recorded. All policies and procedures for the efficient and safe management of the setting are in place and maintained effectively. Partnerships with parents and others are satisfactory, with meaningful information being shared. The childminder is committed to the evaluation and continuous improvement of her provision, but this is in its infancy with no formal system in place.

What steps need to be taken to improve provision further?

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

- develop a system for the evaluation of the setting in order to provide an internal review of the provision
- develop further the observation and assessment procedure to ensure the observations completed on the children are reflected in the planning and consistently identify the learning outcome for all children.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good as the childminder is confident of the action to take should she have a child protection concern regarding a child. All adults in the home have been vetted and this includes a Criminal Records Bureau

check to further safeguard the children in her care. Through observing and assessing the children she is developing her knowledge of their individuality ensuring their needs are met. However, the observations and assessments do not consistently identify their learning priority which means planning is not reflecting the actual needs of the children.

The childminder has the appropriate documentation to maintain the health and safety of the children, for example, behaviour, equality and medication. Comprehensive risk assessments for both indoors and outdoors are in place and very well maintained. Resources are appropriate and accessible to the children within an inclusive environment. Partnerships with parents are satisfactory with a comprehensive information pack which includes the policies and procedures of the setting being shared with them. This means they are fully informed of the provision for their children. The childminder is committed to improving her practice. However, the systems for the identification of the strengths and weaknesses of the provision are not sufficiently robust to give the provider a clear view of the action to take to progress her provision.

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

The childminder's sound knowledge of the Early Years Foundation Stage means children are making satisfactory progress towards the early learning goals given their age, capability and starting points. She establishes their starting points through the completion of all personal details with parents and by finding out the daily routines of the child. She completes a learning journey for each child as she undertakes regular observations and assessments and shares this information with parents. The planning system covers the long term overview combined with a weekly activity chart, for example, toddler groups, dance topics, outings to places of interest and art and craft sessions.

Children are settled and enjoy their time with the childminder. Younger children are very secure and appear very content, sleeping and feeding according to their routines because their needs are well met. They engage in lovely physical relationships as they engage in cuddles and are held maintaining eye contact whilst being bottle fed. The children sit on the childminder's knee and engage in interactive games with her, smiling and laughing to express their delight. This develops their sense of security and builds their confidence and esteem adding to their feelings of being safe. The childminder explained how the children enjoy the 'Wellies and Worms' session at the park, they dig, plant and explore the natural environment developing their understanding of the world around them. The home is child-orientated with a balance of resources within easy access of the children including small world, construction, role play and malleable materials.

The childminder includes the children in developing a good understanding of hygiene, through discussion and demonstrating good practices, for example, washing hands. Children enjoy freshly prepared food, with some being home grown, and are provided with healthy options for snack time. They are very well behaved and listen to the childminder, responding positively to instructions as she

reminds them to be careful and discusses the consequences of their behaviour. Overall, children play and learn in a calm and secure environment conducive to learning and to developing those skills necessary for their future learning.

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	2
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	2
The extent to which children adopt healthy lifestyles	2
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:	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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