

Inspection report for early years provision

Unique reference number EY371674
Inspection date 26/02/2009
Inspector Gillian Patricia Bishop

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 husband and two children aged four and 11 years in a detached property in Radcliffe. All ground floor rooms are used for childminding purposes, which includes the main lounge, kitchen/dining room, conservatory and playroom. There are bathroom facilities on the ground floor of the home. There is a secure garden for outside play.

The childminder is registered to provide care for a maximum of five children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, all of whom are in the early years age group. The childminder takes and collects children to and from local schools and she routinely visits a variety of toddler groups and local community groups for younger children. The childminder helps to run a stay and play session one morning per week at a local children's centre and she is one of the coordinators for Bury and Rochdale Netmums, an internet site for parents who wish to access local amenities.

The childminder is a member of the National Childminding Association. She has established links with supporting early years services and other local providers who also provide the Early Years Foundation Stage (EYFS). The childminder is currently enrolled on the Pathways to Quality with Bury Early Years Services. The setting has an internet website known as 'Riverside Rainbows Childcare'.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder is not successful in meeting all the specific legal welfare requirements at this time as she has not completed one of the mandatory training courses, which is a breach in regulations. The childminder has established many effective policies and procedures which promote positive outcomes for children's health, safety and enjoyment. Her secure knowledge of child development ensures all children in her care make good progress in their learning and development. The childminder gives good consideration to providing for children's individual needs through effective partnership with parents and other settings where children attend and she strives to provide a calm and stimulating environment for them to learn, play and develop. A self-evaluation process has commenced which enables the childminder to identify current strengths within the setting as well as areas to secure future development.

What steps need to be taken to improve provision further?

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

- further develop the written safeguarding policy to include information about the role of the Local Safeguarding Children Board (LSCB) and procedures to be followed in the event of allegation against a person in the household and

devise a system for recording concerns and complaints in the event any are received

- continue to develop current self-evaluation processes to systematically reflect on the setting's strengths and priorities for development in order to continually improve the quality of provision for all children
- further develop the observational and assessment recordings to demonstrate how children's activities and progress are formally evaluated and used to plan for their next steps in learning.

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

- obtain a paediatric first aid certificate (Suitable people)
(also applies to both parts of the Childcare Register)

12/03/2009

The leadership and management of the early years provision

The childminder has attended a pre registration training course; however, she has failed to complete a paediatric first aid course within the prescribed timescale. She does demonstrate a generally good knowledge of the EYFS which enables her to promote children's well-being and develop secure systems for monitoring their educational progress. All regulatory documents are kept and shared with regard to confidentiality. The home and play equipment is effectively and attractively organised and there is ample space for children to move around. Routines and activity plans are flexible which allows children to make choices about what they want to do; for example, a new child who was excited about the range of toys requested a story later so they could continue to play. The childminder reflects on her childcare practices and arrangements to identify what works well and what can be improved. This self-reflection has enabled her to identify new goals for the future; however, these plans are not formally included in the current self-evaluation document.

The childminder is well organised and effective in her work and she ensures all children are respected as individuals. She works very well with parents to fully include and involve them in their child's care and learning. For example, through the use of comprehensive daily diaries, access to children's development records and detailed information in a newsletter. Parents' comments are sought via questionnaires which allow them to influence how the setting best meets their children's needs, although a system for recording complaints has not yet been devised. The welcome to parents is immediately evident as they walk into the setting because a large variety of information and photographs of their children engaged in their play is readily displayed for them to view. The childminder has a clear understanding of her role and responsibilities in keeping children safe and she understands vetting and safeguarding procedures. She has a written safeguarding policy which is made available to parents; however, the policy lacks detail about procedures regarding allegations against adults and the role of the Local Safeguarding Children Board (LSCB).

The quality and standards of the early years provision

The childminder provides a warm, caring and stimulating environment which takes account of the needs of young non-mobile children and older ones. Children have access to a good range of toys and resources which are well organised and easily accessible. The childminder gets to know the children well by seeking information about their starting points from parents and by observing their particular interests and abilities as they play. This information is effectively used to provide a range of exciting and challenging activities. Observations of their development are noted and recorded in relation to their progress towards the early learning goals. Development records include both written and photographic evidence to show what children can do and this information links successfully to each of the six areas of learning. However, written records do not yet show how activities are evaluated and used to plan for children's next steps.

The childminder is able to challenge children's learning through skilful questioning and guidance. For example, she prompts children to name colours, count objects and problem solve by guessing how many balls there are in the ball pool. Children develop their imaginative skills as they dress up and become their favourite action character. They listen to stories and sing number rhymes, such as 'Five Little Speckled Frogs'. Young babies explore using their natural senses as they touch, taste and feel a wide variety of objects in the treasure baskets. Their enjoyment of music and singing is effectively nurtured by the variety of instruments they have to explore. The childminder skilfully helps children to behave appropriately; she values good behaviour and constantly offers praise and encouragement.

Children begin to learn about keeping themselves safe; for example, they discuss sensitive issues, such as 'stranger danger', with the childminder and local community police officer and they are made familiar with emergency evacuation procedures, which ensures they understand what to do in the event of an incident. Children are provided with a healthy and nutritious diet and they understand that hand washing protects them from germs. They have opportunities to develop their knowledge of technology due to access to laptops and programmable toys. They experience going shopping and they learn about the roles of others during post office and shop role play; these activities ensure children develop 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?	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?	3
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?	3
How well are children helped to stay safe?	2
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

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:

- take action as specified in the early years section of the report (CR1) 12/03/2009

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 early years section of the report (CR1) 12/03/2009

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

There have been no complaints made to Ofsted since registration.

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.