

Inspection report for early years provision

Unique reference number	311976
Inspection date	12/02/2009
Inspector	Kay Margaret Armstrong

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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 1984. She lives with her husband and young adult daughter. The family have two pet dogs and they live in the Stalybridge area of Tameside, close to parks, shops and the countryside. The children have access to the through lounge and dining room. The bathroom is on the first floor. The rear garden is available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time on the Early Years Register and compulsory part of the Childcare Register. She is currently caring for four children who are in the early years age range, three of whom attend on a part time basis. The childminder also makes provision for older children, as she is registered on the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides an inclusive environment, where all children are valued. Children settle quickly and they are secure in their environment. They make good progress because their learning and development and welfare needs are recognised and well met. The childminder has begun to monitor and evaluate her provision and this enables her to identify areas for improvement to enhance her practice. The childminder has established good relationships with parents and is beginning to foster links with the other childcare settings that the children attend.

What steps need to be taken to improve provision further?

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

- continue to develop systems for working in partnership with the other settings that children attend to ensure continuity in their care and learning
- keep an accurate record of all medication administered to children and request parents countersign records.

The leadership and management of the early years provision

Robust systems are in place to safeguard children, because the childminder has a good understanding of the Local Safeguarding Children's Board procedures and understands her responsibility to protect children. A detailed safeguarding policy with all the required information is accessible at all times. This means the childminder can respond swiftly if concerns arise. The childminder has a good awareness of safety. For example, emergency evacuation procedures are practised regularly. The childminder takes opportunities to teach children about road safety, as they walk to and from school. This has a positive impact on children's awareness of keeping themselves safe.

The childminder has recently begun to evaluate her service. She successfully identifies some areas for development, for example, she recognises the children will benefit by her increased understanding of assessment and planning. The childminder also makes links within the community, such as attendance at toddler groups and baby signing sessions. This has a positive effect on children's care, learning and development. She has developed good relationships with other providers of the Early Years Foundation Stage framework, but as yet has not developed a system to share relevant information regarding children's progress. This means that continuity of children's learning and development is not always fully supported.

Good relationships are formed with parents, which benefits children's care and well-being as information is shared daily. This keeps parents abreast of their child's progress and routines. Areas for improvement at inspection are addressed promptly. For example, the childminder now has systems in place, to seek consents from parents to administer medication, enhancing children's health and well-being. However, children are at risk because the records regarding medication administered are not clear. Children now benefit from being able to make choices in their learning and play, as they are able to freely access the resources, because the childminder has improved the manner in which toys are stored.

The quality and standards of the early years provision

Children make good progress in their learning and development, because the childminder provides high levels of support and offers interesting activities, which captures children's interest. For example, babies are fascinated with the reflective discs, they try to grasp at the image of themselves and they are beginning to learn that they are individuals. Babies physical development is very well fostered, as they have lots of opportunity to refine their hand-eye coordination and gross motor skills, as they lie on their backs and play with a baby gym. They are beginning to develop an awareness of shapes, forms and textures, as they explore a range of resources, which crackle and rattle. Their senses are stimulated as they investigate toys and coo with delight, as these light up and play music.

The childminder effectively promotes early communication skills with babies, by listening to the sounds they make and responding appropriately to their cooing and babbling. She is aware of the importance of non-verbal communication. She ensures that she maintains eye contact and smiles frequently at babies, who in turn respond by smiling back at her. Effective communication is further extended, as the childminder uses simple sign language, both with babies and older children who have difficulty in expressing themselves.

The childminder successfully uses a settling in period, to establish positive relationships with parents. Through observations of children at play and discussions with parents, the childminder recognises their individual abilities and starting points. She differentiates activities purposefully, to build on children's individual interests encouraging them to become active learners. At other times, the childminder focuses on specific areas of learning, ensuring their next steps are relevant to their needs and they are achievable. For example, for children who find

sharing difficult, she ensures they are encouraged and supported to participate in group activities. Children take part in a good selection of stimulating activities that covers all areas of learning, enabling them to reach their full potential. Outings into the local countryside, provides children with first hand experiences with nature and their local environment. Children's creativity is truly fostered as the childminder provides a good selection of resources, which supports children's symbolic play, as they make dinner and have picnics, using tea sets and pretend food. Children learn about design, as they construct models with help and support from the childminder. They become interested in technology, as they eagerly use computerised fitness games. Children form close relationships with the childminder and their peers. As a result, they are secure and have a good sense of belonging.

Children develop an understanding of a healthy lifestyle through the provision of nutritious snacks, which fosters their growth. They learn about the importance of good hygiene, through daily routines and they are developing a positive attitude to exercise, as they take part in sport like activities and walk to and from school daily. Young babies are very well nurtured and they benefit from warm, caring relationships with a sensitive, intuitive childminder, who gives them lots of cuddles and reassurance. As a result, they are content, settled, form close attachments and they are interested in their environment.

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?	2
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?	2
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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 the last inspection there have been no complaints made to Ofsted.

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.