

Inspection report for early years provision

Unique reference number	404556
Inspection date	14/11/2008
Inspector	Jeanne Lesley Walsh
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 2001. She lives with her two children aged 10 and 13 years. They live in the Romiley area of Stockport. Schools, shops and parks are within walking distance. Access to the childminder's home is up two steps and the whole of the ground floor of the childminder's house is used for childminding. There is a family bathroom and toilet upstairs. An enclosed area of the back garden is available for outside play. Children are taken, with parental permission, to local amenities, such as the park, library, toddler groups and to other places of interest. The childminder is registered to care for a total of six children at any one time under the Early Years Register and the compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently five children on roll. Of these, four are under five years and one is ten years. All the children attend on a part time basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder has a very good knowledge of the children she minds. She promotes all aspects of their welfare very well and is committed to meeting their individual needs. The children are well settled in the setting. They enjoy themselves and are making sound progress in their development. Inclusion is a key strength, with children who speak English as an additional language being very well supported. The childminder completed and submitted her self-evaluation form prior to her inspection taking place. She recognises that her systems for planning, assessments and communication with other providers of the EYFS are areas for her development, in order to bring about improvement. She has developed a positive partnership with parents.

What steps need to be taken to improve provision further?

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

- ensure that planning sufficiently and consistently covers the breadth and depth of the early learning areas and that it provides for children's individual needs
- develop methods of communicating with other providers of the EYFS framework to ensure effective continuity in children's care and learning

The leadership and management of the early years provision

The childminder demonstrates a good awareness of how to provide effectively for the individual welfare needs of the children she minds. She is committed to providing opportunities that positively promote their learning and development. She successfully completed her self-evaluation form, which was submitted prior to inspection. In it she demonstrates a realistic overview of her capabilities and shows

awareness of her strengths and weaknesses. She fosters good relationships with parents and shares information regularly, including policies and procedures. She asks parents to share their thoughts and opinions on the setting by completing questionnaires. Their comments confirm that they are very happy with the care she provides for their children. The childminder is also aware of the importance of building effective relationships with other providers of the Early Years Foundation Stage (EYFS). However, these are not yet fully established to ensure a consistent approach to children's care, learning and development.

The safety of children in the provision is an area of priority for the childminder. She takes good measures in the home and on outings, including carrying out regular risk assessments to ensure a safe environment. The childminder clearly understands her role in safeguarding children. She demonstrates a good awareness of the signs and symptoms of abuse. She is familiar with procedures to follow, should she have concerns and has relevant documentation available to refer to if required. The childminder ensures that the children are also learning about their own personal safety as they walk to school. She talks to them about strangers and road safety and they wear wrist straps, restraints and high visibility jackets so they can be seen in the dark.

The childminder shows a strong commitment and keenness to continually develop her own knowledge and skills, to improve the service she provides for children. She continually improves her childcare knowledge by regularly attending short courses on specific subjects, such as first aid, introducing the EYFS and meeting changes, parents as partners and the safeguarding common assessment framework. The childminder values the uniqueness of every child and is proactive in ensuring she provides an inclusive service. This is apparent as she provides for individual dietary and religious needs and fully supports the specific needs of children who speak English as an additional language. The two recommendations that were raised at the last inspection have been successfully met. These related to safety and awareness of the 'Birth to three matters' framework, which is now an integral part of the EYFS.

The quality and standards of the early years provision

The childminder knows the children very well and organises activities that stimulate their interest and imagination. She provides care in a safe, homely environment where children develop a positive sense of belonging. They see their artwork displayed and they enjoy looking at the many photographs displayed on the wall. They are excited as they point to pictures of themselves and their friends. The childminder uses the opportunity to develop their language skills, by asking questions and encouraging them to remember outings and activities they previously enjoyed at the setting. She provides opportunities for a good balance of adult and child led activities. Resources are easily accessible on low level shelves and the children are encouraged to make choices for themselves. She respects the children and supports their needs as she listens carefully, taking time to work out what the children are trying to say. The children are delighted when she responds appropriately to their requests and praises their efforts. She uses daily diaries and discussion as a means of sharing information about the children's day with their

parents. However, her systems to liaise with other providers of the EYFS to promote continuity of care are not yet in place.

The childminder actively promotes children's good health and organises exercise daily. They visit the park to feed the ducks or walk to school. They crawl through the play tunnel in the garden and have fun playing ball games and jumping and splashing in puddles on rainy days. She discusses children's meals and snacks with parents and ensures that she provides appropriately for individual dietary needs. All meals provided are usually home made daily, using a variety of fresh foods, fruits and vegetables. The childminder encourages the children to choose healthy options and explains about the effect of healthy eating on their bodies and their teeth. The children are beginning to understand where some foods come from by growing potatoes, strawberries, tomatoes, sunflowers and herbs in the garden. They love helping to dig them up or pick them and prepare them for eating.

The childminder is skilful as she supports and enhances children's play and encourages them to try things out for themselves. When they start to dress up the childminder produces an accessory box. She talks to them about what they are doing as they explore the shoes, glasses, feather boas and bags. The children manipulate the shape sorters and the puzzles and the childminder talks about how many, how big or how small. They are learning how things work. When the telephone does not work they know it might need batteries and they have to get a screwdriver to fix it. When they are going out they want to take the camera so they can take more pictures. The children love lots of creative activities and they make music and sing songs and rhymes. They practice their counting as they count the bricks and count the cars on the way to school. They are also learning to count in other languages. The childminder demonstrates a good knowledge of the Early Years Foundation Stage framework. However, she has not yet developed a comprehensive system for her planning and assessment of individual children that consistently covers all the six areas of learning.

The childminder provides a warm, supportive environment where the children are curious and eager to learn. She supports them as they learn to share resources and experiences with one another and in doing so, they become aware of boundaries. They behave well and show consideration for other people's feelings. They are encouraged to be kind to each other and they remember to be polite without prompting as they say sorry at the correct time. The childminder is a good role model and the children respond positively to her.

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

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.