

Inspection report for early years provision

Unique reference number	EY371366
Inspection date	12/09/2008
Inspector	Julie Firth
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, sister and two children aged 11 and 15 years. The family have a dog and a rabbit. They live in the Heaton Chapel area of Stockport, close to shops, parks and the library. The whole of the ground floor is used for childminding; this includes the lounge and kitchen/dining area. The rear garden is available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is available to provide care each weekday, on a full-time basis. There are currently two children on roll who are both within the Early Years Foundation Stage (EYFS). The setting is also registered on the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The setting successfully promotes children's safety and welfare. Children are making steady progress in a warm inclusive environment. The provision for children's learning and development is not yet fully developed with regard to systems for observation and assessment. The childminder has positive partnerships with parents but has not set up links in the wider context to promote the care and education of the children. She is beginning to reflect on her practice but formal self-evaluation systems are not yet fully in place. Therefore gaps in some aspects of the provision are not identified.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment systems to ensure activities are tailored to meet children's individual needs
- develop a system for maintaining a regular two-way flow of information with other providers to promote the integration of care and education
- provide activities and resources to enable children to gain an awareness of the wider world.

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

- conduct risk assessments on the premises and for individual outings and keep a record clearly stating when it was carried out (also applies to the compulsory part and voluntary parts of the Childcare Register).

03/10/2008

The leadership and management of the early years provision

The childminder demonstrates a sound knowledge and understanding of the Early Years Foundation Stage framework, making initial observations of the children. She has not been caring for children long enough to have completed formal ongoing assessments. In the main, the childminder's home is organised to give children opportunities to become independent. A structured daily routine promotes children's welfare and meets their needs. Some written policies and procedures are in place and contribute towards positive outcomes for children. Records and documents are well organised and stored securely to maintain confidentiality.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents to ensure she has a good awareness of each child's starting points. Activities are planned around children's needs and interests and the childminder takes time each day to discuss children's progress and development. Children take their work home to share with parents. However, links have not been established with other providers to ensure progression and continuity of care and education.

The childminder is committed to meeting children's individual needs and is enthusiastic to attend further training. She recognises the importance of continuous improvement and she is beginning to identify the strengths and weakness of her provision. The childminder has effective systems in place to safeguard children. She ensures that all adults who come in contact with children are suitable. She understands her role in safeguarding children and is aware of the procedures to follow if she has concerns about children's welfare.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. A suitable range of activities help children make steady progress in their learning and development. Planning is in the early stages as children are new to the setting and still settling. Resources are generally accessible to enable children to make choices about their play. These are sufficient to promote most aspects of learning. However, there are insufficient resources to help children gain an understanding about the wider world. The childminder understands the importance of children learning through play and is becoming familiar with the early learning goals. She provides positive support and encouragement to help children achieve, which promotes their confidence and self-esteem. Children proudly show off their art work to visitors.

The childminder develops warm relationships with the children and provides reassurance when they become unsettled which helps them feel safe and secure. Strong emphasis is put upon children's social and emotional development which enables them to make and follow their own decisions about their play. For example, children decide they want to do some drawing and select the writing materials they need. Children's communication skills are well fostered as they are encouraged to recall familiar experiences, for example, their morning at school and a recent baking activity. They are developing their early writing skills as they label their own work and show an interest in books.

Children enjoy playing imaginatively with dolls and prams and have access to a suitable range of resources to express their creative ideas, such as paint and collage materials. They explore colour and texture as they create their own smiley faces using paper plates and paint. They show an interest in battery operated toys that make sounds and light up. Children practise their walking skills as they use push along toys and hold onto the childminder's hand. The rear garden provides opportunities for fresh air and exercise and children visit the local park to use large equipment to balance and climb.

Children's health and well-being is promoted. Safe and hygienic nappy changing procedures are followed. Children learn about hygiene practices as they wash hands as part of the daily routine. They benefit from a range of healthy snack options to promote their growth and development. Children sit together at snack times which provide a social occasion using good manners, such as please and thank you. The childminder works closely with parents regarding children's feeding and sleep routines. For example, children moving from a bottle to a drinking cup. Children are learning about keeping themselves safe, for example, road safety. Daily checks are carried out to identify potential hazards but there are no formalised written risk assessments in place for the home or outings.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

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 03/10/2008

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 03/10/2008

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 registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.