

## Inspection report for early years provision

---

<b>Unique reference number</b>	404558
<b>Inspection date</b>	17/08/2009
<b>Inspector</b>	Barbara Christine Wearing
<b>Type of setting</b>	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 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 husband and daughter, who she co-minds with, in the Edgeley area of Stockport. The lounge and kitchen on the ground floor are used for childminding. Toilet facilities are on the first floor. An enclosed garden at the rear and front of the house are available for outdoor play. The house is close to local schools and parks.

The childminder is registered to care for a maximum of six children when she is minding alone and when minding with her daughter. Both childminders are currently caring for four children in the early years age group. The youngest child is two years of age and the oldest is four years old. The childminder is registered on the Early Years Register. Children attend on a variety of placements. The setting is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children. The childminder walks to local schools to take and collect children.

The childminder is a member of the National Childminding Association. Both she and her daughter share equal responsibility for the childminding practice.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder has attended various training sessions and has worked with her co-minder to develop her childminding practices and implement the requirements of the Early Years Foundation Stage (EYFS). Through working with parents, she has a sound understanding of children's individual needs. The childminder takes advice from other professionals, enabling her to give children appropriate support to help them make steady progress towards the early learning goals.

## What steps need to be taken to improve provision further?

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

- review the organisation of resources to ensure that children engage in a wider range of challenging experiences on a daily basis, covering all areas of learning
- develop assessment procedures to ensure that spontaneous and planned observations are used effectively to show a clear picture of children's progress towards the early learning goals and are used to devise achievable next steps in each child's learning
- develop further ways to encourage children to make healthy eating choices and develop healthy eating habits
- invite parents to contribute to children's assessment profiles to encourage them to take a more active part in their children's learning.

## **The leadership and management of the early years provision**

The childminder places a high priority on ensuring that children are safeguarded. She has a clear understanding of the local procedures for safeguarding children and attends regular training to ensure that her knowledge is kept up-to-date. Clear risk assessments are carried out and all necessary safety measures are in place to minimise hazards to children in and out of the home. Children develop skills to keep themselves safe while gaining independence. They learn how to come downstairs safely and learn about Stranger Danger. Older children are able to walk ahead on the pavements of quieter roads, waiting at a designated point for the childminder to catch-up. The childminder has reviewed and produced a new set of policies and procedures in line with the EYFS. These are comprehensive and ensure that children's health and well-being is promoted.

The childminder and her co-minder work closely together, creating a homely environment in which children develop a sense of belonging. Children engage in a variety of activities and experiences inside and outside the home over a period of time. However, the choice of consistently accessible resources available to children is limited and do not cover all areas of learning. This has an impact on the opportunities for children to make choices, to practise their skills and to consolidate their learning across all areas.

The childminder and her co-minder regularly evaluate their provision. This shows some strengths and accurately identifies some areas for development, such as processes for assessment and planning. The childminder has enrolled on a course to further develop her skills in this area, thereby enabling her to continually develop her provision and improve outcomes for children.

Secure relationships with parents are established in order to ensure that the childminder has a good knowledge of children's needs and that she maintains consistency of care. Parents take time to settle their children in the morning, sharing any relevant information with the childminder. Feedback from parents is positive; they particularly praise the childminder's commitment to the children and progress they make while in her care. Links are made with other schools or nurseries that the children attend that deliver the EYFS. This enables the childminder to compliment and extend the learning that takes place within those settings.

## **The quality and standards of the early years provision**

Various systems are in place to record children's progress. They each have a photographic record of activities they have taken part in and planned observation and assessment sheets. These include intended next steps for children and suggested activities to help them achieve these steps. However, the next steps do not always relate to the observations or clearly show how the childminder will set achievable goals and enable children to reach these. Spontaneous observations of children's achievements are not recorded and so are not considered when tracking children's progress towards the early learning goals or when planning next steps in

their learning. Children's records are shared with parents, but they are not invited to contribute observations of children's learning at home.

The childminder spends time engaging with children in their play. She asks questions to encourage their confidence and language development. Children particularly enjoy taking part in adult-led activities that the childminder adapts in accordance to their level of ability. They enjoy looking at books together, pointing out and naming different objects. As children show an interest in numbers in the book, the childminder brings out a number game. They count the objects on the pictures together and then move on to a game matching animal sounds to their corresponding animal picture. Through these activities children build relationships with the childminder, develop their language skills, understanding of number and knowledge and understanding of the world.

Photographs show children engaging in activities to develop their creative, construction and manipulative skills. However, these are not consistently on offer to children, therefore limiting their opportunities to further these skills. Children benefit from daily opportunities to spend time outdoors. They use the front or back garden dependant on the weather, go to local parks and play centres. Therefore, they are able to develop good large muscle skills and co-ordination. Children are aware of the boundaries within the childminder's home and are reminded of these when appropriate. Positive behaviour is praised, such as, when children say 'thank you' or pass things to each other. Children go on trips within the local community to the park, shops and farm. They learn about the wider world and the diversity of our society through books and activities, such as, learning about flags and different countries during the Olympic Games. The childminder has completed a sign language course and many of the children have since enjoyed learning some sign language.

Children's health is promoted. They are generally given healthy snacks and meals and have drinking water accessible to them throughout the day. The childminder attempts to encourage all children to eat healthily, however, some children eat little during the day. Parents are informed of this. Children develop independence in their personal hygiene skills. They take pride in showing how they wash their hands and dry them using individual towels that are hung on pegs labelled with their photographs.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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
--	-----