

Inspection report for early years provision

Unique reference number	EY304933
Inspection date	15/05/2009
Inspector	Sue Anslow
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 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 2005. She lives with her husband and two children under five years old, in Macclesfield. The whole of the childminder's home, with the exception of the main bedroom, is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding one child under five years. She also offers care to children over five years. This provision is registered by Ofsted on the Early Years Register and both parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children enjoy the friendly environment with access to a wide range of toys and play equipment. Children's individual needs are recognised and the childminder works closely with parents to ensure continuity of care and routine. Children's learning and development are promoted well through appropriate activities and close observation of their interests and abilities. In addition, all aspects of the children's welfare are promoted, ensuring their health, safety and security are protected. The childminder demonstrates a positive attitude towards her ongoing professional development and has introduced a system for evaluating her childcare practice. Children are treated with equal respect and a welcoming and inclusive service is provided.

What steps need to be taken to improve provision further?

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

- record children's actual times of arrival and departure each day.

The leadership and management of the early years provision

The childminder keeps her knowledge and skills updated through accessing relevant courses and workshops. She is familiar with the Early Years Foundation Stage and attends the local childminder drop in group to exchange ideas and gain support. A set of written policies and procedures keep parents informed of the childcare practice along with verbal exchanges of information every day. Most records are kept correctly, although the exact times of children's arrival and departure are not always recorded. The childminder evaluates her childcare practice regularly and is anxious to keep improving the outcomes for all the

children in her care. The recommendation made at the last inspection was completed satisfactorily.

Children are kept safe and secure, both within the home and on outings. Thorough risk assessments of everything children come into contact with are carried out regularly and recorded. Space within the home is organised to support children's growing independence as they can self-select toys and resources from boxes and baskets around the rooms. Comfortable furniture to rest on, as well as suitable tables and chairs for meals and creative activities, provide an ideal environment for children of all ages. Appropriate attention is paid to keeping children safe from harm and a written safeguarding policy informs parents of the childminder's responsibility for, and knowledge of, child protection issues.

Effective partnerships with parents and other people involved in the children's care ensure the continuity of progression through all stages of children's development and learning. Parents are kept well informed of their children's day through verbal exchanges of information and a home diary for the younger children. Observations of each child's efforts and achievements are recorded by the childminder in their 'learning story' book, along with appropriate photographs and examples of artwork. These records are shared with parents and ideas for the next steps in their learning are discussed and shared. Monthly newsletters inform parents what their children have been doing and any forthcoming events are advertised. The next theme of activities is explained in the newsletter, so parents can extend children's learning at home if they wish.

The quality and standards of the early years provision

The childminder shows good knowledge of the Early Years Foundation Stage requirements and children are making progress in all areas of their development. The childminder recognises the importance of play and children have easy access to a wide range of resources and activities to meet their developing needs. The childminder's warm and caring approach enables children to feel secure and trusting relationships are formed. Children are able to choose for themselves what they want to play with, either from resources they can see around them or from a picture index of things stored elsewhere.

Children are encouraged to be independent and their self esteem is promoted as they receive lots of praise for their efforts and helpfulness. Young children are learning to share and wait their turn and older children and the childminder act as good role models. Children are able to play together or separately and a good balance of different types of activities, both indoors and outdoors, is provided. Physical development is promoted well as children move freely around the home and garden and visit parks and local play facilities every week. They are able to use a variety of equipment to practise their crawling, climbing, balancing, pedalling and kicking skills. Children learn about nature and the world around them through the collection of leaves and fir cones when they are out for walks and they try to match the trees they see to pictures in their books. They thoroughly enjoy celebrating different festivals throughout the year, looking up where countries are on the map and trying different types of food. Children learn about their similarities

and differences to each other and sometimes pretend to have 'poorly legs' as they push each other around in the toy wheelchair.

Dressing up clothes, lengths of material and blankets provide appropriate play materials to exercise children's imaginations and encourage them to develop their own games. Natural play materials are used well as young toddlers experience the feel of different textures in the treasure basket and older children build towers with different sized boxes. Learning through play is promoted very well, with children chatting happily to each other as they act out stories with appropriate toys and puppets. They discuss the colour of the parrot's wings and count how many pieces of fruit they have on their plates at snack time. Children's health and safety are protected very well by the childminder who has a current first aid certificate and takes steps to ensure the risk of infection is minimised. Healthy snacks are provided in consultation with parents and drinks are available throughout the day. Children bring their own packed lunches and older children choose and sometimes make their own snacks after school. Children learn how to keep themselves safe as they practise evacuation procedures from the home and find safe places to cross the road on the way to school. All children are treated equally and fairly and their individual needs are met very well. The childminder follows their interests and requests in order to provide a happy and enjoyable day with appropriate excitement and challenge. Children are encouraged to participate in all activities and outings and their ideas and preferences are respected and given priority.

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

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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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