

Inspection report for early years provision

Unique reference number	EY319203
Inspection date	03/07/2009
Inspector	Debra Elizabeth Jean Dahlstrom
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 has been registered since 2005. She lives in a semi-detached house with her husband and two children in the Hazel Grove area of Stockport. Schools, shops, a library and parks are within walking distance. The childminder is registered to care for five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children on roll in the Early Years Foundation Stage (EYFS) and four children aged over five years. The childminder is registered with Ofsted on the compulsory and voluntary parts of the Childcare Register. The rooms used for childminding include a lounge and open plan dining area, sitting area and kitchen. The bathroom is upstairs and an enclosed back garden is available for outside play.

Overall effectiveness of the early years provision

Overall quality of the provision is good. As each child is valued and fully included and all the welfare requirements are successfully met. Communication is effective between parents and other providers of the early years framework, ensuring children's individual care and learning needs are met well. Observations and assessments of children's progress are periodically completed, as the childminder continues to review her practice. The childminder demonstrates a strong commitment to her improve service for children and their families. She has identified key strengths and areas for future development as part of reflecting and evaluating her practice.

What steps need to be taken to improve provision further?

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

- developing more systematic observations and assessments of each child's achievements, interests and learning styles. Use these to identify learning priorities and plan motivating learning experiences for each child and match the observations to the expectations of the early learning goals.
- develop risk assessments and main records of these particular aspects and when and by whom they have been checked

The leadership and management of the early years provision

The childminder is very well organised and has made a significant number of improvements to her practice since her last inspection. She has clearly identified gaps in her knowledge and undertaken an impressive number of training workshops to continually update the quality of her provision.

Partnerships with parents develop and progress through supportive relationships, daily verbal feedback and liaison with schools to and preschools ensure that there is consistent care. A recent open day at the local preschool invited childminders

involved in the children's care. This provided valuable opportunities to discuss children's learning and experiences. Parents are delighted with their children's progress. They attribute this to childminders 'flexible and accommodating ' approach her 'meticulous' attention to children's welfare and her 'exceptional' service.

Records of observations of children's development and summaries of their progress are in place and are generally of a good standard. These are continually involving as the childminder has a proactive approach and consistently looks at ways of improving her systems.

The childminder is vigilant about children's welfare and from a young age children are taught about safe practice. Children learn how to stay safe yet able to take realistic risks whilst stretching their abilities. For example, toddlers, when climbing on and off large equipment. Emergency cover is planned and evacuations are practised. Child protection procedures and the possible signs and symptoms of abuse are understood well. Children are well safeguarded through daily checks, risk assessments. Although the risk assessment requires further detail to ensure it contains more clearly action taken.

The quality and standards of the early years provision

The childminder's knowledge and understanding of the underlying principles of the Early Years framework is secure. As she successfully puts these principles into practice she positively contributes towards children's learning journey. In offering a good balance of adult-led and child-initiated activities the childminder ensures children learn to be both creative and critical thinkers. Activities are developed building upon children's interests, they are frequently adapted to ensure that every child is included.

Children are happy and settle quickly as the childminder creates a warm and welcoming environment for them. They enjoy the time they spend with her and relationships are particularly strong with her own children. Through her calm and patient approach she strongly supports young children in making relationships with their peers. The 'house rules' devised by both the childminder and older children are prominently displayed on the wall at children's level. These are frequently referred to by the children as there is a strong emphasis upon fairness and cooperation with in the setting. Positive strategies for managing younger children's behaviour are also in place as the childminder skilfully distracts and re directs children's attention from unwanted behaviour.

The childminder spends considerable time both patiently listening and talking to children in order to support their communication skills. Younger children are very vocal and keen to engage with her in their early 'conversations'. Older children within the EYFS framework enjoy 'writing' their own story books as the childminder sits with them and sensitively help them to link sounds and letters to construct simple words for their story.

Children have many opportunities to be creative, they love to make music using

the electronic keyboard. Using a wide range of materials such as sand and water, ribbons, glue sticks, scissors to make cards or models of scarecrows. The scarecrow models were a result of children's fascination in seeing one in a field whilst they were exploring outdoors. Opportunities to develop children's physical skills are varied and include using fixed equipment for climbing thus developing balance, coordination and spatial awareness. They safely learn to navigate their toy cars in the garden around 'cones' and carefully constructed obstacle courses. Thus, helping them to develop their sense of road safety as they take turns to 'cross over'. All activities contribute successfully to the children's future economic well-being.

Children are valued in the childminders care, she works closely with parents to follow the individual routines of all the children. Sleep and rest times are built into the day to ensure they contribute to children's growth and development. Homemade meals using fresh produce and nutritious snacks are offered to children. As the childminder talks about the variety, the tastes colours and flavours, this help to contribute to children's understanding of a healthy choices.

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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