

Inspection report for early years provision

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Inspection date	14/01/2010
Inspector	Debra Elizabeth Jean Dahlstrom
Type of setting	Childminder

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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.

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Description of the childminding

The childminder has been a registered childminder since 1990 and lives with her husband and two older children in a large house in Disley, Stockport.

Areas of the home used for childminding purposes are lounge, dining room, kitchen, first floor toilet/bathroom and two bedrooms, second floor attic room across four levels. Access to the rear garden is via the cellar.

The childminder is registered to care for a maximum of six children, of which no more than three are on the Early Years Register at any one time. There are currently eight children on roll, of whom, four are in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder is able to take to and collect children from local schools. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children make good progress in the care of the childminder. She is well motivated and professional in her approach in working with parents to help children to feel safe and secure. Her commitment to ongoing training ensures she remains up to date with current practice and so ensures a high level of service for children and their families. The childminder is experienced in reflecting upon her practice and works closely with other childcare professionals to evaluate her work and prioritise areas of development. Policies and procedures are consistently updated and so in line with the requirements of Early Years Foundation Stage (EYFS) framework.

What steps need to be taken to improve provision further?

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

- review the current risk assessment to include arrangements already in place to keep children safe when using the front door and access to the main road.
- develop observations and assessments to include summaries periodically to share with parents, which would effectively support the existing planning already in place regarding next steps.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder ensures she is thoroughly familiar with all the procedures in place to protect them. She is vigilant about safety and supervises children well. An emergency plan is in place and children from a young age learn about safe practices. For example, regular drills are carried out to ensure

that each child has the opportunity to practise this. Risk assessments overall are detailed, however, there is some information missing with regard to the front of the garden and access to the main road.

The childminder continues to make significant improvements to her practice since her last inspection. She has embraced numerous training opportunities afforded to her to develop her service and consistently uses this to develop her skills in working with children. For example, she has undertaken various courses to support children's communication language and literacy. These include workshops in using Makaton and Sounds and Letters training.

The childminder is well organised as she successfully uses space, resources and outdoor experiences to provide stimulating and inclusive environment for children. She keeps all areas of her home immaculately clean yet comfortable and with quality resources accessible to children. This ensures children receive a rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play.

Partnership with parents are strong as the childminder discusses aspects of each child's learning and development with them. Occasional newsletters, children's creative work and children's portfolios offer good general opportunities to parents to share in their children's learning journey. Periodical summaries, however, are not regularly used to share with parents or to others in order to plan more effectively. Partnerships with other providers also delivering the EYFS to children cared for continue to develop with good informal links with both the settings and children's individual key workers.

The quality and standards of the early years provision and outcomes for children

The childminder is secure in her understanding of EYFS in order to offer a range of interesting and stimulating activities and experiences for children. As a consequence, children make good progress in all areas of their learning. They thoroughly enjoy their time with the childminder as they make good use of both indoors and outdoors. Children learn about the effects of the weather on their environment, for example, windmills in the garden or the opening of their pine cones they had previously collected from their many walks in the local countryside.

Each child is helped to achieve as the childminder consistently uses each child's interests to promote their development. She is also very skilful in her use of praise to build confidence and to enable children to behave well, respond enthusiastically and play cooperatively. For example, three preschool children of varying ages were able to successfully contribute in part to a pirate game. The childminder congratulated each one for their efforts particularly the older child who, despite some initial frustrations in letting the younger ones join in, was consistently praised for 'remembering who's turn it was'.

Children's development of communication, language and literacy skills is particularly well supported. Older children are confident speakers as they readily

begin to sound out letters they recognise. They also politely interject with an 'excuse me' as they are keen to express their views and opinions as they readily show the inspector their 'special books' and talk about their work and the photos they see. The resource catalogue created by the childminder to show the children pictures of all the play materials available is well used by the children as they turn the pages and plan their choices. Some even begin to negotiate with the childminder timescales in which to conduct their activities. 'After lunch' for example or 'before going to school' enables children to gain a sense of time as it fits in with their daily routines.

Children benefit consistently from positive messages to promote children's health and wellbeing. Their sense of being safe is exceptionally well promoted by the childminder. As previously stated children are secure and some are very confident as they explore their environment. Children have opportunities to use road safety props, such as toy traffic lights or becoming a 'lollypop man', but they also are encouraged to be aware of danger signs as part of their daily excursions. The childminder consistently supports children in learning about safe practice. She takes this even further by very innovative practice. They regularly look out for stop signs, speed signs and even electricity or hazardous substance signs on the lorries that pass on their busy main roads. This innovative practice not only captures children's sense of amazement as they are able to 'read' the signs but, whilst not making them fearful, it heightens their understanding of safe practices in the environment that surrounds them.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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