

## Inspection report for early years provision

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<b>Unique reference number</b>	306665
<b>Inspection date</b>	05/02/2010
<b>Inspector</b>	Debra Elizabeth Jean Dahlstrom
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 1995. She lives with her husband and three children. The family live in a semi-detached house in the Heald Green area of Stockport, which is within walking distance of parks, shops and the library. The children have access to the playroom and adjoining toilet. The rear garden, which is accessible from the playroom, is available for outdoor play.

The childminder is registered to care for a maximum of six children, no more than three of whom may be in the early years age range at any one time. She is currently minding four children in this age group on a part-time basis. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures all children make good progress overall in their learning and development. Her systems for sharing information more effectively with others involved in children's care is still evolving. A caring, enthusiastic approach demonstrated by the childminder and her overall strong relationships with parents help children to feel safe and secure. The childminder has undertaken a number of training courses since her last inspection to improve her service to benefit children. In reflecting upon her practice, she works closely with the other childminders to develop effective ways of working. Policies and procedures are in line with the requirements of Early Years Foundation Stage framework.

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

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

- ensure all relevant checks are promptly undertaken for those living in the household (Suitability of adults) (also applies to both parts of the Childcare Register). 19/02/2010

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

- develop periodical summaries of children's progress to more effectively share information of children's progress with parents or other providers.

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

Children are suitably safeguarded overall, as children are supervised well. Regular fire drills are carried out to ensure that each child has the opportunity to practise

the procedure and appropriate risk assessments are in place. The childminder, however, has failed to act promptly in ensuring that the relevant checks are carried out for one of her children reaching 16 years.

The childminder has made significant improvements to her practice since her last inspection. She has successfully met the one recommendation raised at the last visit. The childminder has also undertaken a number of training courses in order to consolidate learning to develop further her knowledge of the Early Years Foundation Stage framework. In evaluating her own work she is clear as to how she wishes to develop her service and so shows a commitment to improve.

All children have access to a variety of good quality resources and materials to support their learning and play. The childminder is careful to create an environment where all children are included. They can independently access toys and equipment and some readily put them away again when they have finished. Nursery-age children make suggestions about activities, and freely move around the available space making decisions about their play.

The childminder has a number of systems currently in place to observe and assess children in order to plan for their next steps in learning. She continues to look at ways of developing these more effectively to share information with parents and other settings children may attend.

Parents' feedback is sought both formally and informally; they write that they are very pleased with the service they receive and the progress their children are making. They comment upon the trust they have in the childminder's abilities and upon the quality of care she shows, not only their children but for them as a family.

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

Children make good progress in relation to their capabilities and interests because the childminder's interactions enable them to be active and creative learners. The childminder is secure in her understanding of the Early Years Foundation Stage. Observations and assessments of each child are documented and are used to focus upon helping children to take the appropriate next steps in their learning. Although, these records are not always clear as the childminder currently does not use any periodical summaries. However, she recognises this and continues to look at ways of developing systems in order to make the information more accessible to parents and others.

The childminder is aware of each child's needs and provides them with activities and experiences to match both their interests and abilities. She discusses each child's individual needs with parents and carers prior to placement. The childminder is skilled in asking appropriate questions to support and extend children's thinking and learning. She is also patient in giving them plenty of time to answer and to consolidate all they have learnt.

Nursery-age children are confident speakers; they readily talk about what they are doing and are keen to show the inspector how things work. They describe events that happened in the past and what they expect for the future, for example, their birthdays and their anticipated presents. Children are beginning to develop an understanding of number as they use a variety of resources and activities to count, problem solve, match and sort and identify shapes. For example, a current favourite game is that of matching; four boxes each one a different colour, and each box contains four objects of each of the colours. These objects can be grouped into four types. Lots of fun and learning was achieved as children successfully grouped different objects together in terms of colour, number and type.

Children behave well as they show a genuine bond between each other. They are encouraged to appreciate the achievements of others and do so. For example, the nursery children realised the young toddler was shaking a musical instrument and attempting to bob up and down independently. They stopped what they were doing to pull up their chairs to watch the baby and cheer the 'baby's dancing'.

Children love to be imaginative and creative; they describe the role of a superhero, the cape they wear and the fact they are 'goodies'. They 'help people' and do good things as opposed to 'baddies who do bad things'. Children enjoy helping to bake and decorate biscuits. They know to wash their hands before doing so because of germs. They enjoy being active outdoors and make good use of the local park and farm. They are able to further their understanding of the wider world as they feed the pigs or the rabbits on the farm or use magnifying glasses to look at the snails they have collected.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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:

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 (CR3) 19/02/2010

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 (CR3) 19/02/2010