

## Inspection report for early years provision

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<b>Unique reference number</b>	EY340551
<b>Inspection date</b>	30/03/2010
<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.

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## **Description of the childminding**

The childminder lives in the Hazel Grove area of Stockport with her husband and daughter. She is registered to provide care for six children. The areas of the house used are the whole of the downstairs, rear garden, upstairs bathroom and two bedrooms.

The childminder is registered to provide care for six children under eight years, of whom, three may be in the early years age range. She is registered on the Early Years Register and on both parts of the Childcare Register. There are currently 11 children on roll, of whom, eight are in the early years age range.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a high quality service for each child placed with her. Every child makes good progress in their development as she works closely with all of those involved in their care and education. The childminder is committed to ongoing training in order to improve her practice and so benefit children and their families. In working closely with other childminders in her area she evaluates her work and prioritises areas of development. Policies and procedures are updated and so are in line with the requirements of Early Years Foundation Stage framework.

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

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

- further develop assessment systems to include periodical summaries to more effectively plan for children's next steps in their learning.

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

The children are safeguarded well as the childminder ensures she remains up-to-date with current child protection procedures, through ongoing training. An emergency plan is in place, as is a plan in the event of an evacuation. Regular drills are carried out to ensure that each child has the opportunity to practise this, given the number of children currently on roll. The childminder conducts regular risk assessments and maintains accurate attendance registers, parental consents and medicine and accident records in order to keep children safe.

The childminder has made significant improvements to her service since her last inspection, having thoroughly embraced the changes brought about the introduction of the Early Years Foundation Stage. Having successfully met the recommendation raised at the last visit she has also undertaken a number of

training courses to develop her practice. Having recently completed an extension to her home the childminder has increased the designated play space which now leads directly out to the enclosed garden. Thus creating an exciting environment, providing a free flow of continuous provision for both indoors and outdoors. Children of all ages therefore, make good use of all the high quality equipment available to them as the childminder creates a bright, welcoming and inclusive environment.

Partnership with parents is strong, as from the beginning the childminder is committed to providing a professional service. Parent consents and children's details are in place with information about each child's interests and needs obtained at the start of placement. Parents have access to the children's records and their child's progress and development is discussed regularly. There are established systems in place for observing and assessing the children since the introduction of the framework, these are constantly evolving to improve practice. However, summaries of the children's progress are not conducted. Links with other providers, such as the local pre-schools are also strong with information shared daily about the children's progress and their welfare.

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

The childminder is qualified and experienced in her work with early years and supports each child's learning and development successfully. She is skilled in her practice, creating an interesting and stimulating environment that promotes the children's independence, curiosity and desire to learn. They are secure and settled as they confidently seek out resources and play materials as they know where things are and are able to choose their favourite toys and activities. The childminder provides suitable challenge and encouragement to children as she sensitively poses questions to them to extend their learning. She consistently weaves these questions into activities ensuring all areas of learning are covered. For example, when the children are building a house for the plastic animals she asks which one is big enough for the lion or the elephant to fit in. Much discussion was created as pre-school children methodically deduced what animal would fit best having built different sized 'houses'.

The children are confident communicators who work cooperatively together, they are kind to each other and readily share. As creative thinkers they make their own Easter cards and determine what colours they should choose for the card and that it should be different from the colour of their crayons otherwise 'you can't see it'. They also determine how many feathers they need to stick onto their picture of an Easter chick. They check the glue has stuck by turning their cards upside down, they readily tell the inspector about their work and the need for feathers on the chick to 'keep it warm and to help it to fly'.

Having a high regard for the books at the setting, children very much enjoy story times and are competent story tellers themselves as they turn pages and predict what will happen next. Stories that feature children's first hand experiences, such as, trips to the dentist, doctors or stories about feelings help the children to relate

well to significant events. Thus creating confidence and giving reassurances to them. Mark-making is also featured well in the setting to promote early writing skills. The children compliment each other upon achievements as they write their messages and names in their cards.

The children are independent as they help to clean the table before lunch, they know the special wipes they are using will 'kill the germs'. As meal times are promoted as happy social occasions, they are offered a broad and balanced diet taking into account dietary needs and their stages of development. For example, finger foods are reassuring to new children and all children are keen to make their own lunch as they help to fill their tortilla wraps with grated cheese and ham. Carrot and cucumber batons accompany the meal along with lots of conversation about the best way of folding their tortilla.

The children love to be outdoors, they make extensive use of the garden as the childminder offers a varied range of stimulating activities for them to enjoy. Play house offers lots of opportunities to be imaginative, sand and water trays, digging or chalking provides lots of opportunities to develop both fine and large motor skills. In ensuring they are suitably dressed, children can and do make good use of the garden all year round and readily discuss the weather and how it may or may not affect their play. Their knowledge of the wider world is developed on organised trips or walks in the local community. They learn about people who help us such as the police and regularly talk to the lollypop lady who is happy to reinforce safety messages already learned with the childminder when crossing the road.

## 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	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

<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:	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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