

Inspection report for early years provision

Unique reference number	EY409302
Inspection date	24/01/2011
Inspector	Angela Cuffe

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 was registered in 2010. She lives with her partner and one child aged five in Woodsmoor, Stockport, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except, the bedrooms. And there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. This may be increased to a maximum of eight children when working with an assistant, of whom no more than six may be in the early year's age range. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register.

The childminder collects children from local schools and goes to several toddler groups regularly. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a homely, welcoming and the childminder ensures that she maintains safety to a satisfactory level. They make good progress in their learning and development and are provided with a good range of activities indoors. Children's welfare needs are appropriately met as the childminder establishes positive links with parents and shares information with them on a daily basis. The childminder demonstrates a commitment towards the continual progress of her practice. She has clearly identified areas for further improvement. Most of the required records and documentation are in place.

What steps need to be taken to improve provision further?

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

- keep a daily record of the names of the children
looked after on the premises, including their hours of
attendance (Documentation). 01/03/2011

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

- conduct regular meaningful observations and ensure each child's next steps are identified and incorporated into the planning

- develop links with other providers of the Early Years Foundation Stage to ensure continuity and coherence of children's learning and development.

The effectiveness of leadership and management of the early years provision

There is a detailed safeguarding procedure for the childminder to follow should concerns be raised about a child in the setting. The procedure contains the steps she would take to inform external agencies. This is shared with the parents to keep them informed of her responsibilities. Detailed risk assessments on the premises and for outings ensure that safety is continually monitored and reviewed. Fire drills are practised regularly which ensures children understand what to do, should the need to evacuate the premises arise. The childminder also practises road safety with the children during outings. However, the childminder has not yet developed a system to record the times of arrival and departure of each child to provide an accurate record of children's daily attendance. This is a breach of regulations.

The childminder actively promotes equality and diversity in her practice to ensure all children have a good understanding of the way other people live. Resources are of good quality and are stored within easy reach of the children. The childminder works in partnership with parents; she seeks their views and exchanges information regarding their child's individual development needs on a daily basis. The childminder does not currently provide care for children who also attend other settings providing the Early Years Foundation Stage and, therefore, to date has not developed a system to promote effective partnerships. Parents provide positive feedback and are complimentary about the care their child receives. Resources are suitably maintained and are easily accessible to children. Children take part in a range of outdoor activities through the week.

The childminder has a sound knowledge of the Early Years Foundation Stage Framework. She has systems in place to observe children's progress. However, observations are still in the early stages and do not clearly identify direction to children's next steps, which impacts on the quality of planning for children's individual learning. The childminder knows her strengths and has clear visions for further improvements. She has made good progress to develop her service since registration and verbally demonstrates a capacity to maintain continuous improvement.

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

Children are happy and well settled. The childminder's caring and supportive manner enables them to feel safe and secure which ensures trusting relationships are formed. Emphasis is placed on children learning through play, exploration and fun. A range of varied, age-appropriate activities are available for children to choose from, these are linked to most of the six areas of learning and five outcomes. This ensures all children are able to participate in activities and as a

result, they make good progress in their development and are motivated to learn.

Children use their senses to explore different textured materials, such as, paper, soft toys and carpet. Children develop a positive attitude towards diversity and take part in activities linked to various festivals. They have access to a range of dressing up clothes and posters, to learn about other religions and ways of life. There is a range of musical instruments and books that reflect positive images of different cultures as well as art and craft activities linked to cultural festivals. The childminder supports children as they play, she talks to them sensitively to encourage their language development. Books are accessible and well used by the childminder and the children.

Children develop manipulative skills as they learn to hold a paint brush and glue spreader. Puzzles and construction sets help children to develop problem-solving and reasoning skills. They develop a keen interest in nature during their walks in the park and visits to other places of interest. They also access large equipment, such as climbing frames and slides. This helps them to develop control and coordination over their bodies. The childminder liaises with parents in order to meet children's individual dietary requirements. They are provided with home-cooked meals and snacks of fresh fruit and vegetables. Drinks are readily available to enable children to keep themselves hydrated.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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