

Inspection report for early years provision

Unique reference number	EY300591
Inspection date	03/03/2011
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.

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 2005. She lives with her husband and two children aged seven and two years in Heaton Chapel, Stockport, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding except for the main bedroom.

The childminder is registered to care for a maximum of four children under eight Years at any one time, no more than two of which may be in the early years age range. She is currently minding five children in this age group. She also offers care to Children aged over five years to 11 years. The childminder is registered with Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to toddler groups on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. The childminder promotes an inclusive, healthy and safe environment where she responds to the individual needs and interests of the children. A portfolio of information contains the required documents to ensure the effective partnership with parents is maintained. The childminder knows her strengths and has visions for further improvements. She has made good progress to develop her service since the last inspection and demonstrates a capacity to maintain continuous improvement. This is currently focused on developing links with other providers of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- develop a system for setting up links with other providers of the Early Years Framework

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and her responsibility if she is concerned about a child's welfare. She is confident to follow procedures and link with other agencies to ensure children are safe. A comprehensive child protection policy and statement is shared with parents to keep them informed of her responsibilities. Detailed risk assessments on the premises, and also for outings, ensure that safety is continually monitored and

reviewed. All required records and documentation are in place, as well as written policies and procedures.

The childminder actively promotes equality and diversity in her practice to ensure all children have a good understanding of the way other people live. For example, activities based on various cultural traditions are detailed in the planning. The childminder works in partnership with parents to ensure children's individual needs are met. Information is shared with them on a daily basis and their assessments are always available. 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 children receive. The childminder uses the Ofsted self-evaluation form to appraise her service and accurately recognises the strengths of the setting.

The childminder has a good knowledge of the Early Years Foundation Stage framework including the assessment process. Observations are spontaneous, meaningful and significant to each child's development needs. They are recorded in children's individual files, linked to the six areas of learning and each child's next steps and the overall planning. The childminder has attended relevant training since the last inspection to keep her updated with current legislation regarding first aid and safeguarding children.

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

Children demonstrate a sense of belonging in the welcoming and homely environment. Children's art work, photographs and interactive displays make the home interesting to children. They choose what they would like to play with from a wide range of resources, some of which reflect the wider community. 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 demonstrate that they feel safe and secure as they confidently play well on their own, with each other and with the childminder.

Children take a lively interest in everything they do. They demonstrate good levels of concentration and the relaxed, supportive atmosphere encourages them to be themselves. From the time they wake from their nap, the children are eager to explore whatever is available to them and they meet every new challenge with a real enthusiasm. Playing games together produces plenty of excitement and children laugh out loud and clap as they explore the electronic toys and the mini-trampoline. Children confidently communicate with the childminder as they play and accept the support she offers, during the gluing activity. They enjoy the feel of the cotton wool as they stick it onto the paper. Children develop fine and gross motor skills as they use paintbrushes and drawing implements. Counting activities and playing with electronic puzzles, shape sorters and games successfully promotes children's problem solving and reasoning. Children develop a positive attitude towards diversity and take part in activities linked to various festivals. Chinese new year was the most recent of these and the children made lanterns

and looked at pictures in books and on displays. They have access to a range of dressing up clothes, books, dolls, puzzles and musical instruments. This positive and supportive practice promotes their development and skills for the future.

The childminder is effective in supporting children's good health and well-being. They enjoy healthy and nutritious meals and snacks each day which offer variety and choice. Children have access to drinking water at all times to enable them to satisfy their thirst when needed. They follow effective hygiene practices as they independently use hand washing facilities and tissues. Their dietary needs and preferences are well known by the childminder who ensures that these are respected. Children develop a keen interest in nature during their walks to the local parks and whilst in the garden. They access a range of large equipment, such as, climbing frames, slides and swings; this helps them to develop control and coordination over their bodies. They are learning to keep themselves safe as they practise fire drills regularly.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	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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