

Inspection report for early years provision

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Inspection date	05/05/2011
Inspector	Christine Myerscough
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 has been registered since 1995. She lives with her husband and three children, all of whom are adults. They live in a house in Stockport. The whole of the ground floor and a bathroom on the first floor of are used for childminding. There is a fully enclosed garden for outside play. The family have two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She currently has six children on roll, aged from 19 months to seven-years-old. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She has links with another provider of the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their play and make good progress in their learning. They benefit from a caring and attentive childminder, who respects their individuality and treats them with equal concern. Most aspects of children's welfare are promoted very successfully, although, a legal aspect of a welfare requirement of the Early Years Foundation Stage is not being met. Good relationships with parents and others involved in children's care promote continuity and security in children's lives. Self-evaluation systems are progressing well and the childminder has a strong commitment towards the ongoing development of her practice. Areas for further improvement centre on record keeping.

What steps need to be taken to improve provision further?

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

- promote the welfare of children by devising a written procedure for dealing with concerns and complaints from parents. (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)
- 12/05/2011

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

- record details of evacuation drills and of any problems encountered and how they were resolved in a fire log book.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment because thorough risk assessments are undertaken to protect them from potential dangers. The childminder has a clear understanding of her responsibility to liaise with appropriate agencies if child protection concerns arise and robust safeguarding procedures are shared with parents. Children's welfare is further protected as the childminder ensures members of her household are suitably vetted. Record keeping is well organised in separate files and most of the required policies meet with requirements to maintain a safe and efficient service. However, a suitable written procedure for dealing with concerns and complaints from parents is not in place. This is a breach of a welfare requirement and compromises children's safety. Children benefit from a good range of toys and equipment. They eagerly select their favourite toys and follow their particular interests. The childminder creates a homely atmosphere and a welcome sign in different languages is on display to promote an inclusive environment. This enables all families to feel valued. Children are not stereotyped and both boys and girls have equal access to equipment.

The childminder is well qualified in childcare and undertakes regular training on a wide range of subjects, such as, food hygiene and fire safety awareness to extend her knowledge and skills. She shares ideas with other childminders and makes effective use of relevant information on the internet, to support the continuous improvement of her practice and to keep up to date with current childcare issues. Good links are established with Sure Start. The childminder recently secured a grant and purchased a wide range of additional resources. This has enabled her to successfully meet children's specific learning needs. Systems for self-evaluation are appropriately rigorous and enable the childminder to accurately identify her strengths and areas for improvement. Recommendations raised at the last inspection have been successfully met. For example, a lock on the bathroom door is no longer accessible to children and, therefore, children are kept safe as there is no risk of them locking themselves in.

The childminder's open and friendly approach enables her to build successful working relationships with parents. Children's individual record books with evidence of their work, photographs and achievements are shared. Parents actively contribute to these records to share what they know about their children's learning. This promotes a good two-way flow of information and successfully ensures consistency of care. Parent's comments about the childminder are very positive. They are happy with the service on offer and the progress their children are making. The childminder has a well established relationship with another provider who is also involved in children's care and education. Effective communication between the childminder and teacher ensures continuity of care and education for children.

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

Children are happy and settle in quickly into the childminder's care and home. They develop a strong sense of belonging and thoroughly enjoy the company of the childminder's own family. The childminder organises the day to incorporate a variety of play experiences, both inside and outside the home. Emphasis is placed on learning through play, exploration and fun and as a result, children become active and enthusiastic learners. The childminder engages children by playing closely with them and records her observations of their interests and achievements. She uses observational assessment effectively, which enables her to plan and successfully support children's ongoing learning and progress.

Children independently make decisions about what they want to do and play purposefully. They are good humoured and the relaxed, supportive atmosphere enables them to freely express themselves. Important events in their lives are recognised and children celebrate their birthday with a cake, which helps them feel special and included. Children behave well and develop a positive self-esteem. The childminder regularly praises their achievements and clear house rules are in place to help children understand what is expected of them. Regular visits to the library promote an enjoyment of books and children freely make their marks using a range of materials. The childminder establishes a good rapport with children and devotes her attention to them. She effectively promotes their language and understanding through good quality interactions. As a result, children's communication skills are developing well and they confidently practise new words.

Mathematical awareness is well promoted. Children concentrate well as they carefully create towers of equal size from their building bricks. They show a sustained interest in size and shape of resources and enjoy fun games, such as, pointing to their nose, eyes and mouth. The childminder is committed to promoting equality and anti-discriminatory practice and has a good selection of resources, which reflect positive images of diversity. Children gain an awareness of similarities and differences in the wider world through taking part in activities linked to various festivals. For example, on St Patrick's Day they enjoy making flags and during Chinese New Year, they practise eating fried rice using chopsticks. Children have good access to programmable and electronic resources. They become intrigued as they repeatedly press buttons, listen to different sounds and watch the flashing lights. Regular visits to the park enable children to exercise their bodies, which keeps them fit. Children enjoy playing in the childminder's garden where there is a varied range of equipment to promote their physical skills, such as, wheeled vehicles. Indoors, they love to dance and move their bodies to music. A good range of crafts materials are available to enable children to express their creativity. Children gain pleasure from engaging in imaginative play and dress up in a range of costumes.

Effective practices are in place to minimise the risk of cross-infection. For example, the childminder wears disposable gloves during nappy changing and children become independent in their personal hygiene through following well established hygiene routines. A range of healthy foods are on offer to promote children's

growth and development and the childminder fosters children's awareness of healthy living through posters and discussion. Stories and resource books help children to gain a good understanding about the rules of road safety. Regular fire drills are undertaken and children become familiar with emergency evacuation procedures. However, the childminder does not record details of any problems encountered and how they were resolved in a fire log book to further ensure children's safety.

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	2
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:

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 (Procedures for dealing with complaints). 12/05/2011

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 (Procedures for dealing with complaints). 12/05/2011