

Inspection report for early years provision

Unique reference number	306613
Inspection date	08/06/2009
Inspector	Zoe Smith
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 1990. She lives with her husband and their two adult children and seven year old daughter in the Offerton district of Stockport, close to shops, parks, schools and public transport links. Children have access to all rooms on the ground floor and the bathroom on the first floor. They participate in physical and outdoor play activities in the enclosed rear garden.

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. She is currently minding five children in this age group on a combination of part-time places. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from local schools and nurseries, and attends several toddler groups on a regular basis. She is a member of the National Childminding Association and the Borough of Stockport Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder recognises the individuality of every child and uses her good knowledge of their interests and abilities to support them in their learning. Positive steps are taken to meet children's individual needs and to help them to learn about equality and diversity. Partnerships with parents and the nursery and school children attend provide children with continuity of care and learning. Good practice, policies and procedures ensure that the children's welfare is generally promoted very well. The childminders enthusiasm and commitment to continually developing her skills and knowledge ensures she continuously improves her childminding service.

What steps need to be taken to improve provision further?

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

- further develop systems for conducting risk assessments for the outings children are taken on and review the risk assessment of the rear garden
- develop the opportunities for children to seek to do things for themselves, knowing that an adult is close by, ready to support and help if needed, for example by allowing children to pour their own drinks and serve their own food.

The leadership and management of the early years provision

The childminder is very enthusiastic, dedicated and has the drive to continually improve her childminding practice. She has a strong commitment to developing her skills and knowledge through attendance on short courses on specific subjects and attending training leading to a recognised Level 3 childcare qualification. Since her last inspection she improved safety by regularly conducting practice fire drills. Questionnaires are used to ascertain the opinions of parents to enable the childminder to be responsive to their needs and those of their children.

Children's individual needs are well met in partnership with their parents and other EYFS settings they attend. The childminder works closely with parents prior to admission to gather information on children's interests and abilities. She uses this information very well to effectively plan for children's individual welfare and learning needs. Daily discussions, notices, development records and a diary provide good opportunities to share information and to keep parents well informed about their child and the progress they are making.

Children are well protected by the childminder who is well trained in and has a good understanding of safeguarding procedures and her responsibilities. Mostly effective systems have been put in place to keep children safe and reduce the risk of accidents. For example, cleaning fluids are stored out of the children's reach and the childminder diligently supervises children at all times. However, the risk assessment has not been updated since a gap was created in the fencing and assessments lack detail on the precautions needed to keep children safe on specific outings.

The quality and standards of the early years provision

Children participate in a varied programme of enjoyable and challenging child and adult led activities both inside and outside the home. They look forward to attending toddler groups and physical play centres where they play with different activities and children of a similar age. Children receive good support from the childminder who ensures they receive lots of individual attention. Activities are planned that are both age related and designed to captivate children's particular interests. The premises are child orientated and well organised, this enables children to independently choose what to play with from the wide variety of good quality resources. The childminder uses a observations, a daily diary and scrapbooks containing examples of children's art work and photographs to assist her in monitoring their development. Observations are used well to plan for children and help them make good progress in the six areas of learning.

Children have very good opportunities to develop their creativity, they participate in a wide variety of activities, such as painting, dough, gloop, sand and playing musical instruments. Babies eagerly play the electronic piano and children use crayons and felt tip pens to draw interesting pictures. Children have access to a very good range of books and look forward to story and singing sessions. They snuggle up on the childminders knee to look at books and listen to stories.

Children know that print has meaning and label their pictures with their name. Children have plenty of opportunities to reason and problem solve. They sing counting songs, they estimate and measure when baking and by play number and counting games. Children consider where the pieces of a jigsaw fit and with a little help and lots of encouragement from the childminder they concentrate until they have completed the jigsaw. Babies enjoy exploring activity centres, turning buttons and pushing knobs to see if they can make the animals pop up. Children confidently count that the cheetah in the book they are looking at has 21 spots.

Children have well developed imaginations and quickly become engrossed in their make believe and role play. They happily play with the dolls, taking them for walks and pushing them in pushchairs. Activities, good practice and routines are used effectively to help children learn how to keep themselves safe and healthy. Children are provided with a healthy and nutritious diet and enjoy growing fruit and vegetables in the garden to eat. They have good opportunities to develop their physical skills and enjoy daily walks, playing in the garden and trips to the park where the climbing frame and roundabout are most popular. Children participate in activities that help them learn about their own and the religious beliefs and customs of others. They made lanterns for Diwali and enjoy singing Christian songs at one of the toddler groups they attend. These activities are helping them to develop positive attitudes to diversity and difference. Children are starting to develop self help skills, such as when they try to put on their outdoor clothes and shoes. However, some opportunities to extend their development of independence are missed because the childminder usually serves their food and pours their drinks.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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