

Inspection report for early years provision

Unique reference number	306686
Inspection date	30/03/2011
Inspector	Mr Rasmik Parmar
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 1992 and she lives with her husband and two adult children in Hazel Grove, Stockport, Cheshire. The whole of the ground floor and the bathroom on the first floor are available to children. There is an enclosed garden for outdoor play area. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently caring for four children in the early years age range. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming, safe, home from home environment. Children are making adequate progress in their learning and development. Positive relationships with parents are established and contribute to inclusion and children's needs being met, irrespective of background or ability. The systems in place to reflect on and evaluate practice, in order to maintain continuous improvement, are in their infancy.

What steps need to be taken to improve provision further?

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

- develop further children's assessment records so that they are evaluated and the next steps identified in their learning and show their progress towards the early learning goals
- develop systems for planning activities for children to take into account their identified next steps
- gather evidence in a variety of ways, for example, through photographs and children's achievements
- provide information to parents about their child's progress towards the early learning goals
- develop links with other providers where children attend more than one setting to ensure coherence and consistency in children's learning
- develop systems for self-evaluation to address areas for improvement.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention as the childminder is fully aware of her duty to protect children in her care. She has a good understanding of the signs and symptoms of abuse. The childminder has detailed procedures that cover reporting procedures and allegations. Children play safely within the welcoming environment because the childminder is vigilant and ensures all adults in the household undergo Criminal Records Bureau checks to confirm their suitability. Effective risk assessment covers all aspects of the environment, including outings.

The setting is child orientated and has a good variety of resources to meet the needs of all children. Equality is promoted well as children have access to good quality resources which effectively portray gender, multi-culture and disabilities. Also, children attending the setting are from diverse cultures, enabling all children the opportunity to learn about one another's similarities and differences.

Parents are provided with daily feedback about their child's care routines and a good working relationship has been established with the childminder to ensure children's needs are met. However, the quality of information provided to parents with regards to their children's progress towards the early learning goals is lacking. Parents have access to policies which explains how the provision operates.

Children also attend other settings providing the Early Years Foundation Stage, such as school nurseries. However, the childminder does not have suitable systems in place to share information with them for continuity in children's learning and development.

As part of continuous improvement the childminder meets with local childminders on a weekly basis to share ideas and improve practice. However, she does not have a system for self-evaluation of her practice to reflect her strengths and areas for improvement.

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

The childminder has made a start on observing children to find out about what they know, can do and enjoy. This forms part of an ongoing assessment of children's achievements and identifies the next step of learning for individual children to identify learning priorities in the planning. However, other sources of evidence, linked to observations through photographs and examples of children's drawings and things they have made, are limited within the assessment records. Also, the childminder is not aware of planning activities for children to take into account their identified next steps.

Children make themselves at home in the caring, family environment. Organised activities ensure that children are suitably challenged. Young children begin to

show increasing independence as they self select from a range of activities. They enjoy being with the childminder and have established a good relationship. Children are well behaved and learn to share and take turns. They are well occupied and enjoy a wide variety of interesting activities. They enjoy arts and crafts activities at the local toddler groups where they develop fine motor skills, as they safely use the roller on the soft play dough and begin to use stencils to cut out different shapes. They become absorbed in activities and concentrate well when playing together in the home corner or with the dolls.

Children's personal, social and emotional development is fostered through the praise and encouragement they receive. They feel safe and secure in the care of the childminder, because they are offered warmth and security, along with consistent and familiar routines. Children show they feel safe and are confident in making choices by accessing resources that are kept at their height. Children are supported to learn basic hygiene skills through the use of suitable hygiene routines, such as hand washing. Parents provide all the food for their children so that they are fully aware of the nutritional content. The childminder stores the food in the fridge and serves children their food, including snacks and drinks appropriately throughout the day.

Children continue to develop their problem solving abilities through everyday activities such as counting and joining jigsaws. Children learn to develop an appreciation of the written word from early age as the childminder reads stories to them and talks to children, helping to improve their vocabulary.

Children learn about the local community, the natural world around them and learn an awareness of the seasons. They have regular opportunities to be active and to play outdoors, to go on walks and to play in the local park. This helps children to develop a positive attitude towards exercise and supports them in leading a healthy lifestyle. Children learn an awareness of diversity and other cultures through age-appropriate activities, for example, through books that reflect positive images of others from different cultures. This enables them to become aware of similarities and differences and to increase their understanding of the wider world.

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	2
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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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