

Inspection report for early years provision

Unique reference number	306753
Inspection date	13/10/2008
Inspector	Christine Myerscough
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 1999. She lives with her husband and two children aged three and four years. They live in a house in Stockport, close to shops and parks. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time under the Early Years Register and compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register. There are currently five children on roll aged from four to 11 years. The childminder works in partnership with a local school. She holds an appropriate early year's qualification.

Overall effectiveness of the early years provision

Children's well-being is assured as they are valued as individuals and treated with equal concern by the childminder. A stimulating programme of activities and an inviting, well-organised environment captures children's interest and successfully supports their learning to ensure they make good progress in their development. Close working relationships with parents enables the childminder to have a clear understanding of children's current stages of development and their likes and dislikes, in order for her to successfully plan for their learning and meet their individual needs. The childminder recognises that her system for self-evaluation is an area for development. She is committed to improving her practice in assessing children's learning and working with others involved in children's care, in order to raise the quality of the care and education.

What steps need to be taken to improve provision further?

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

- develop systems for identifying strengths and areas for improvement to raise the quality of care and education
- link records of children's assessments to the six areas of learning and continue to develop links with others involved in children's care, to complement and support children's ongoing learning.

The leadership and management of the early years provision

Children's safety is well protected as the childminder ensures she supervises children at all times. Thorough risk assessments are undertaken of the premises and children feel at ease in a safe and secure environment. The childminder has a good understanding of her role and responsibilities regarding safeguarding children, and is fully aware of the procedures to follow should a concern arise.

The childminder demonstrates a strong commitment to her ongoing professional development. She has recently attended a course on the Early Years Foundation Stage and updated training in first aid and safeguarding children. The childminder reads relevant publications and shares ideas with other childminders, to support the continuous improvement of her childminding practice and to keep up to date with current childcare issues. A recommendation made at the last inspection to ensure a smoke alarm is in place has been met to alert the childminder to any potential dangers to children. The childminder makes some use of self-evaluation and is beginning to identify her strengths and areas for improvement. However, self-evaluation is not yet sufficiently robust to further raise and extend the quality of care and education.

The childminder maintains effective record keeping ensuring children's individual needs are fully met. A comprehensive range of well-written policies and procedures regarding the childminder's practices are shared with parents and underpin the safe care and management of the children and the provision. Parents are kept well informed about their child's welfare and progress through the sharing of detailed daily diaries. They have opportunities to become involved in their child's learning as they have access to the childminder's well stocked book display and loan story books to share with their children at home. The childminder is developing systems with other providers who are involved in the children's care. For example, she liaises with the local school and information is shared about children's progress. However, links are not yet fully secure to complement and support children's ongoing learning to further enhance progression in their development.

The quality and standards of the early years provision

Children are happy and well cared for. The relaxed and supportive environment enables them to settle in successfully and as a result, they quickly gain in confidence. Children make good use of the space in the childminder's home and wander freely between the rooms. They enjoy playing in the dedicated play room with a wealth of good quality, accessible resources. This effectively encourages their independence and promotes their learning well.

Children are involved in planning the activities and enjoy deciding on the monthly theme. Plans reflect the six areas of learning and are flexible to take account of children's current interests, which strongly motivates them to learn. The childminder is beginning to record observations and assess children's learning to enable her to plan for the next stages in their development. However, assessments are not clearly linked to the areas of learning to enable the childminder to fully track children's progress towards the early learning goals.

Children are familiar with routines, play purposefully and confidently make decisions about what they want to do. They become independent and competently change into their own clothes on return from school. The frequent use of praise from the childminder boosts their self-esteem and children are polite and behave well. Firm friendships are being formed as children happily play together and alongside each other. Mark making materials are readily available at the writing table to help children to begin to develop their handwriting skills. Children enjoy counting

activities and, with support from the childminder, are beginning to recognise some numbers on the wall calendar.

Children play independently on the computer and take an interest in a range of construction kits. Cultural festivals, such as Christmas and Chinese New Year are celebrated to help promote children's awareness of diversity. Children are learning some simple words in Spanish to gain an understanding of the wider world and send postcards to each other when they visit places abroad on their holidays. Playing in the childminder's garden with a range of equipment and visiting local parks, successfully promotes children's physical skills. Children have fun dressing up in a range of outfits and have good access to a variety of musical instruments. They spend time playing imaginatively as they build a den and eagerly find a torch to extend their play.

The childminder successfully promotes children's welfare. Children follow established hygiene routines and have individual hand towels to minimise the risk of cross infection. They benefit from nutritious foods to keep them healthy and enjoy the childminder's homemade meals, such as shepherds' pie. Children understand about the importance of keeping safe. For example, they hold onto to the buggy whilst walking sensibly along the pavement and take part in evacuation drills to help them become familiar with safe practices.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.