

Inspection report for early years provision

Unique reference number	306852
Inspection date	28/11/2008
Inspector	Teresa Ann Clark
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 has been registered since 1996. She lives with her husband and two children aged nine and 14 years. The family live in the Cheadle Hulme area of Stockport. The whole of the ground floor is used for childminding. Bathroom facilities are situated on the first floor. There is an enclosed garden for outdoor play, which includes a large playhouse.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder may care for a maximum of six children at any one time. There are currently nine children on roll, which includes six children in the early years age range. The childminder is a member of the National Childminding Association and the Borough of Stockport Childminder's Organisation. She holds a relevant childcare qualification.

Overall effectiveness of the early years provision

Children thrive in the childminder's fully inclusive environment where each child's unique personality is recognised and celebrated. Exemplary partnerships with parents and those in the wider context ensure that quality information is shared and that the individual needs of each child are met. Children are healthy, safe and have developed secure relationships with the childminder and her family. Children make good progress because the childminder skilfully observes what they can do and plans a broad range of experiences to help them make progress across all areas of learning. The childminder reflects on her practice and her self-evaluation accurately identifies the strengths of her provision and areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure hazardous substances are inaccessible to children.

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

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare).

11/12/2008

The leadership and management of the early years provision

An extensive range of well organised records, policies and procedures are used very effectively to promote positive outcomes for children in both their care and learning. The childminder demonstrates a high level of commitment to providing a professional service. She undertakes regular training to keep up-to-date and improve the quality of care for the children. It is clearly reflected in the

organisation of her service and by the quality of her policies, procedures and regulatory documentation in place.

The childminder's professional and friendly manner fosters excellent parental partnerships.

Effective working relationships are established with other providers where children receive the Early Years Foundation Stage (EYFS). As a consequence, the childminder is extremely knowledgeable about the children in her care and uses this information to organise and promote a fully inclusive service. For example, all children are developing their skills in using simple sign language and a pictorial time line is displayed to help children understand the daily routine. Parents write glowing testimonies about the childminder and her service. These include, 'The childminder's patience and understanding knows no bounds' and 'She plays a major part in children's development'.

The childminder is implementing a successful programme of self-evaluation. She has made several improvements to reflect the changes in legislation and ensure that all aspects of the EYFS are being met. She fully understands the importance of self evaluation and recognises the steps required to improve her service. Children are safeguarded because the childminder has a good understanding of child protection issues and has clear policies and procedures in place in the event of any concerns. The childminder has set up risk assessments for both indoors and outdoors, but she has not carried out risk assessments for outings. This is a breach of a Welfare Requirement.

The quality and standards of the early years provision

Children make good progress in the childminder's care where they settle quickly and are loved and nurtured. They develop positive self-esteem because they feel valued and respected as individuals. The childminder has a good awareness of the individual children's needs in her care. As a consequence, planning of routines and activities takes each child into account so they are well cared for and make very good progress in their learning and development.

Children are encouraged to become active learners through a wide range of activities and experiences. The childminder's secure knowledge of how children learn provides key opportunities during the daily routines. Children develop a strong sense of belonging in the childminder's home. Their sense of security and well-being enables them to make and follow through their own decisions about their needs and play. They are happy, busy and confident within the home. They play with familiarity and purpose with the activities and resources which are accessible to them.

The childminder plans a wide range of enjoyable play opportunities and experiences both inside and outside the home. For example, walks in the local community, feeding the ducks and visiting local farms. She spends time interacting with children at their level, developing their language and communication skills and encouraging them in their play. Children have regular opportunities to express their creativity using different media, such as painting, collage and through music.

They learn problem solving and numeracy skills through practical experiences, such as counting games, completing puzzles and building simple models. Older children show skill in writing letters and numbers.

Children's starting points are gained from parents before children start. Focussed activities are provided as part of the weekly activity program. Many clearly link to the information gained from observations, parents and school. Systems are in place for plotting children's progress and achievements and each child has their own folder containing samples of their work. Regular reviews are held which enable the childminder and parents to discuss any changes required to children's daily routine, such as feeding, sleeping or health needs.

The childminder places strong emphasis on maintaining a safe environment and has a range of safety measures across her home. She has taken positive steps to minimise the risk of accidents, but has overlooked some cleaning substances stored in a low-level cupboard. Children develop a good understanding about how to keep themselves safe as they take part in regular fire evacuation drills. They are able to explain the procedure, for example, which doors they use if they hear the smoke alarm. Children benefit from nutritious foods to promote their growth and development. They enjoy fresh fruit each day and have access to drinking water in their own individual beakers. Good procedures minimise the risk of cross infection as children have individual towels for hand drying and the childminder maintains excellent levels of cleanliness around her home.

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?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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.