

Inspection report for early years provision

Unique reference number	306861
Inspection date	05/03/2012
Inspector	Adelaide Griffith
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 1987. She lives with her husband, who is registered as her assistant, in the Heald Green area of Stockport. The whole of the ground floor, except two rooms and one room on the first floor of the property, are used for childminding. There is an enclosed garden available for outside play and the family has a cat. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She may care for a maximum of nine children when working with an assistant. There are currently five children attending who are within the early years age range, four of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

On the whole children in the Early Years Foundation Stage are making good progress in their learning and development. The childminder has effective procedures to safeguard children's welfare and their individual needs are competently addressed. The childminder works effectively with parents and other providers to ensure that children get the support they need to promote their learning and development. The childminder reviews her provision and makes effective changes to improve outcomes for children. She demonstrates a good capacity to maintain continuous improvements for the benefit of the children and their families.

What steps need to be taken to improve provision further?

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

- use information on Learning and Development to support continuous observational assessment to promote children's development more effectively.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of protecting children and is confident to report any concern about abuse. She effectively implements a wide range of procedures to safeguard children's welfare. For example, risk assessments are thorough and children learn about safety through regular fire drills. The childminder is highly organised and meticulously maintains records, policies and procedures required for the efficient management of her provision to meet the needs of the children.

The childminder's vision is to provide a firm foundation that ensures children develop independent skills for the future. She correctly identifies strengths of her provision, such as, the holistic approach to the care of children. She consistently researches information to maintain her knowledge and makes changes to her provision to promote children's development more effectively. For instance, shelves are installed at a low level in the playroom to support their independence to access resources more easily. The childminder demonstrates a strong capacity to maintain continuous improvement by addressing the recommendation from the last inspection competently. She has plans to develop her provision further by providing a hard surface outside for children to use large play equipment more successfully.

Parents receive clear and detailed information about the childminding practice through a well-presented, professional portfolio. The childminder works closely with parents to promote children's learning. This might include the loan of resources to continue with activities in the home. Parents comment favourably on the care provided and the progress children have made. A good partnership is established with other early years providers. The childminder consistently liaises with local nurseries and obtains information about activities, which she complements in her provision. Consequently, continuity in children's learning and development is effectively maintained.

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

Children have access to a wide selection of equipment and they choose what they want for play. They assemble resources to make dogs and correctly name colours and count the number of legs. They enjoy play with soft toys and talk to the childminder about their cat. Children demonstrate that they feel safe and secure as they confidently play well on their own, with peers and with the childminder. The childminder provides a stimulating environment and a colourful playroom with a welcoming atmosphere. Children are comfortable and relaxed in the care of the childminder.

Children's individual needs are met through play activities that are planned to promote their learning. The childminder observes children during their play to note

what they can do across all areas of learning. However, the next steps are not always included or linked to the Early Years Foundation Stage guidance to plan consistently for further learning. Consequently, their development is not consistently promoted in line with the early years framework. The childminder ensures that she includes play activities outside and children benefit from daily walks. Children attend play groups where they have opportunities to form friendship and to develop interpersonal skills. Children's understanding of diversity is enhanced, as they celebrate festivals and special events and they learn first hand about disability.

Children effectively learn about personal hygiene by washing their hands after some activities. This is positively reinforced because laminated pictures are displayed where they are easily seen. A designated area is used for nappy changing and the provision of individual towels ensures children are well protected against infection. They eat nutritious meals, such as, spaghetti bolognese followed by yoghurt and fruit. The menu is displayed every day where it can be seen by children and parents, so that they know what to expect. Children sleep according to their established pattern and the routine agreed with parents. Children are well behaved and willingly join in with tidying away after play activities. The wide range of learning opportunities ensures that children develop future skills for their learning.

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:	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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