

Inspection report for early years provision

Unique reference number	306992
Inspection date	18/11/2008
Inspector	Jeanne Lesley Walsh
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 1995. She lives with her husband and son, aged fourteen years. They live in the Bredbury area of Stockport. Schools, shops and parks are within walking distance. Access to the childminders home is up one step. The whole of the ground floor of the childminder's house is used for childminding with access to the toilet upstairs. An enclosed area of the back garden is available for outside play. Children are taken, with parental permission, to local amenities, such as the park, library, toddler groups and to other places of interest.

The childminder is registered to care for a total of five children at any one time under the Early Years Register and the compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently nine children on roll and of these, six are under five years, two are ten years and one is nine years. All the children attend on a part time basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder knows her minded children well as individuals and is enthusiastic and committed to providing for their individual needs. Children are making good progress in their learning and development. They are becoming confident, independent and able to think and make choices for themselves. The childminder did not complete a self evaluation form prior to her inspection taking place. However, she is well aware of her strengths and weaknesses and has a realistic view of her ability. She recognises that her systems for planning and assessments and her organisation of documentation are areas for development in order to bring about improvement. She has established positive links with parents and other providers of the Early Years Foundation Stage (EYFS) framework to support continuity of care and progression for children.

What steps need to be taken to improve provision further?

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

- develop planning and assessments to ensure that, over time, the setting covers each of the learning areas in sufficient breadth and depth
- further develop the risk assessment to cover all areas and include hazards in the outdoor area relating to the fencing
- improve the organisation of documentation to ensure the efficient and safe management of the setting

The leadership and management of the early years provision

This experienced childminder is able to demonstrate a good clear understanding of how children learn and develop. She provides a good range of activities that challenge the children and help them to progress. She tried to access the self evaluation form online prior to her inspection, but was unsuccessful. However, she describes her strengths and weaknesses and is aware of areas for development to bring about improvement. She is unsure how to link her good knowledge of child development and her wealth of experience, to the requirements of the EYFS. She is beginning to record observations of the children and is able to identify their next steps. She understands the necessity to ensure all areas of learning are consistently covered, but systems are not yet in place for this.

The childminder is aware of her responsibility in relation to safeguarding children. She ensures that all adults who come into contact with the children are safe to do so. She clearly understands her role regarding protecting children and she shares her safeguarding information with parents. She is fully aware of procedures to follow should she have concerns about their protection. The childminder is also pro-active in helping children to keep themselves safe, through discussion practice and daily routines. She recognises that her documentation, including her risk assessment, requires improved organisation for it to fully support the efficient safety and management of the setting. Although she does visual checks of the environment daily, her written risk assessments are very basic and do not cover all areas. A safety issue was identified in the garden, which is not addressed in the risk assessment.

The childminder has established a good working relationship with parents. She has also developed good links with other providers of the EYFS. This helps to ensure a consistent approach to children's care, learning and development. She is very keen to welcome and include all children in the setting. She has previous experience of caring for children with learning difficulties, in particular behaviour management. She recognises when problems of development arise and is able to confidently discuss issues with parents and other agencies. This results in appropriate support for children and parents being obtained. The childminder demonstrates a willingness to improve. She is actively seeking support from Sure Start for additional training. A previous recommendation made at the last inspection has been successfully met. This related to safeguarding information, which is now made available to parents.

The quality and standards of the early years provision

The childminder has a sound knowledge of the welfare requirements and meets these well to provide good care for children. She is experienced in providing an interesting and imaginative range of activities that challenge children and help them progress. She has a reasonable knowledge of the EYFS. However, she is aware that her planning and assessment does not consistently cover all of the six learning areas and that this is an area for her improvement.

The childminder knows the children very well as individuals and is well aware of their specific needs. She provides a range of activities that help children to have fun, learn to share and allows them to lead their own play. This encourages their independence and helps them to think for themselves. The childminder is very creative and skilfully grasps opportunities to improvise and enhance children's activities. This becomes apparent while the children are playing outside in the garden. Initially they begin painting the paving stones and then begin to paint the long cardboard tubes left over from household purchases. They decide to turn these into a rainmaker, so they add glitter to the paint and carefully fill the tubes with large beads. The childminder explains what they are doing and asks lots of questions. They talk about colour, size, shape and sounds. The children are absorbed in the activity, they listen carefully as they shake it and wonder if the sound is like a thunderstorm.

The children are beginning to learn how things work as they press the buttons on the activity toys. They explore the play foods and make tea parties, passing their drinks and cakes around to everyone. They look curiously at a plastic lemon and the childminder explains what it is. She uses the opportunity to introduce a real lemon and helps the children explore the taste, the smell, the texture and then they squeeze it into a cup of water to drink. The children enjoy opportunities to become involved in choosing and preparing their favourite foods. They draw pictures of what they want to eat and they choose their fruits at the nearby shop. They sit at the table and help to peel the banana and the orange ready for their snack and talk about the smells and tastes. In the garden they grow green beans and carrots and begin to understand where some foods come from. Throughout their daily routines the children are learning to keep themselves and each other safe. They practise road safety as they walk to school or the park and they talk about strangers. All the children learn the dangers of water and on outings they know they always stay close and hold hands. The older children are aware that they must not leave small objects in reach of young children because they may be a choking hazard.

The childminder enthusiastically encourages positive communication with the children throughout the visit. She repeats words, reinforces sounds and constantly chats to the children about what they are doing. The children love reading the stories with the childminder. They are kept interested and become fully engaged in their activities. They work in a bright cheerful environment, which is clean and well organised. Equipment is in good condition and easily accessible so children can make choices for themselves. The childminder has a happy enthusiastic approach, which is reflected in the demeanour of the children, who are well behaved and display confidence and security in her care.

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.	3

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?	3
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

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.