

Inspection report for early years provision

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Inspection date	25/11/2009
Inspector	Debra Elizabeth Jean Dahlstrom
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.

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Description of the childminding

The childminder registered in 2001 and lives with her two school-age children in a residential area of Alderley Edge in Cheshire. The whole of the ground floor is used for childminding purposes, which comprises of the front room and dining/kitchen area, in addition to two bedrooms upstairs. The bathroom is situated on the first floor. The childminder is registered to provide overnight care for two children.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is able to provide care for a maximum of six children under eight years of age at any one time. There are six children on roll of whom four are on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder ensures all children make steady progress in their learning and development as she continues to familiarise herself with the Early Years Foundation Stage (EYFS) framework. Her caring approach and friendly relationships with parents help children to feel safe and secure. The childminder, having taken a break from childminding a while ago, is currently evaluating her practice and identifying current training needs and working closely with the local authority development worker. Comprehensive policies and procedures are generally in line with the requirements of the Early Years Foundation Stage framework.

What steps need to be taken to improve provision further?

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

- develop more systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning priorities and plan motivating learning experiences for each child, and match the observations to the expectations of the early learning goals
- ensure continuity and coherence when children attend more than one setting by sharing relevant information to promote learning and development
- ensure risk assessments take into account aspects of the environment in particular arrangements to take children swimming.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded as the childminder is familiar with the procedures in place to protect them. Regular evacuation drills are carried out and consent for treatment in the event of a medical emergency is obtained from parents at the time of placement. Risk assessments are evolving and include most

of the relevant information, although arrangements for swimming activities do not contain sufficient detail.

The childminder has met the recommendations raised at the last inspection. She is enthusiastic in her approach to working with children and willing to develop as she begins to reflect upon how she may improve. Toys and play materials are of good quality and the childminder makes space in her home so children can access a suitable range of resources. Low-level shelving and storage baskets with attractive laminated posters displayed on the wall, create a warm and welcoming environment.

The childminder works well to meet children's linguistic needs in working with parents as relationships are warm and friendly. Informal arrangements are in place to identify starting points and diaries are used as information is shared daily about the children's day. Record systems for observing and assessing children are still evolving. Photographs and notes of observations denoting what children are doing are in place, although currently this information is not effectively used to plan for children's next steps in their learning. Links with other settings, such as preschools are also still evolving and as yet not fully effective in sharing information about children's learning and development to enable them to reach their full potential.

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

The childminder has worked hard to improve her practice in line with recent changes. She has a sound knowledge of the EYFS to enable children to make satisfactory progress in their learning and development as she continues to benefit from ongoing support.

The childminder places great emphasis upon knowing the children well, organising activities and providing a level of challenge to sufficiently interest and engage them. For example, battery operated toys create much interest and enjoyment, with the 'ball tower' being the current favourite for younger children. The childminder places herself at the children's level as she supports them as they reach for the balls, thus promoting their hand and eye co-ordination. She is quick to both reassure and encourage young children's confidence and independence as they attempt to catch the balls.

Young children are supported as they are keen to explore their environment. The childminder helps them to walk around the home as they develop their large motor skills. They feel safe, as they hold on to her fingers as they together walk around the room. Favourite toys and resources are carefully positioned for young children to reach for, thus promoting their physical skills.

Young children take part in a variety of activities which support their developing skills in all areas of learning. The childminder spends considerable time talking with them; they enjoy story times, for example, the 'Jolly postman' and talk about how letters are written and sent. They are also becoming familiar with number and colour as they are encouraged to use this as part of their everyday activities, as

some will readily call out the colours of the cars they see on their walks outdoors. Creative activities are very popular, as children enjoy making coloured bubbles, junk modelling, or cutting, gluing and sticking.

The childminder's home is well maintained and she is vigilant about hygiene practices as she holds a recent food handling certificate. Children learn about germs as part of their regular hand washing routines and attractive laminated pictures are prominently displayed as helpful reminders. From a young age children are helped to adopt healthy lifestyles, as keen walkers they explore outdoors. They visit a 'Scarecrow' exhibition or the local farm shop and farm animals in order to meet the popular black turkeys. Children also like to grow sunflowers in the childminder's garden and to watch adults working their allotments behind the garden, where they are often presented with some produce to take home.

Children are happy to arrive at the childminder's home and settle quickly. They enjoy warm and caring relationships with the childminder and her family. Children learn good manners as part of their daily routines; they are encouraged to take turns and share as they play together. They, therefore, make a positive contribution as they develop skills for their future 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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

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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	3

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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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