

Inspection report for early years provision

Unique reference number	EY227525
Inspection date	20/01/2009
Inspector	Barbara Christine Wearing
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2002. She lives with her husband and eleven year old son in the Edgeley area of Stockport. Children have access to the dining room and play room on the ground floor and there are two further playrooms and toilet and washing facilities in the basement. The fully enclosed garden is accessed via the basement. The childminder lives within walking distance of local schools and amenities. She is registered to care for a maximum of six children under eight years at any one time, of which, three may be in the early years age group. There are currently six children on roll on the Early Years Register. She is also registered on the compulsory and voluntary part of the Childcare Register.

The childminder attends local carer and toddler groups, park and library. She walks to local schools to take and collect children. The childminder is a member of the National Childminding Association and Borough of Stockport Childminding Association.

Overall effectiveness of the early years provision

Children make excellent progress within the highly stimulating environment of the childminder's home. The childminder demonstrates a high regard for children and their families. She builds close relationships with parents, enabling her to be fully aware of children's individual needs which she caters for accordingly, ensuring all children are valued and included. The childminder's comprehensive self evaluation and the way that she has embraced and effectively implemented the new Early Years Foundation Stage (EYFS) demonstrate her strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the assessment records to make clear links to how the identified next steps will be catered for and to include an evaluation of children's progress against these steps.

The leadership and management of the early years provision

The childminder is highly organised. She organises her time, home and paper work in a way that fully promotes children's well being, safety and learning. Policies and procedures are comprehensive and reflect the childminder's excellent practices. The daily routine meets the needs of all the children being cared for, providing them with an extensive range of activities in and out of the home. She is flexible in meeting children's and parent's needs.

The highly motivated childminder is pro-active in responding to developments within early years, attending relevant training and developing her policies and procedures in response to these. This has led to a more in-depth understanding of how children learn and develop. Thereby, enabling the childminder to further improve her skills in providing children with opportunities and experiences which enhance their progress within all areas of learning.

Parents are provided with a wide variety of good quality information about the childminder, her policies and procedures, activities and routines and their children's progress. Photographs of children, information regarding the EYFS, menus and relevant information regarding early years are on display in the playroom. Feedback from parents demonstrates the high regard they have for the childminder and the care she provides for their children. In particular they appreciate the range of activities and the fact that their children are valued as individuals. The childminder has good links with other settings children attend that deliver the EYFS. This enables her to compliment the learning that takes place within that setting and to pass on necessary information to parents.

The quality and standards of the early years provision

The childminder provides children with a range of experiences which inspire and challenge them. They freely choose from an excellent range of accessible resources. These are added to and changed in response to children's interests and development. Displays, which relate to topics they are covering such as staying safe and Chinese New Year, reflect and support children's learning. The childminder has a well established system for recording observations of children which cover the six learning areas and shows the intended next steps for their development. The childminder is able to describe how she enables children to achieve these steps, however, records do not clearly show this or how she reviews children's progress towards them. Activities and resources are thoughtfully planned to maximise the learning opportunities for children.

Children's differences are recognised and valued. Some children buzz with enthusiasm are chatty and very active, while others are quieter in their play. The childminder organises her time to ensure that all children's needs are met and that they engage in a range of activities in and out of the home. Children develop excellent communication skills and a wide vocabulary. They are intrigued by the world around them, developing a good understanding of number and size and a pleasure in music. Books effectively support children's learning in various areas and children state they will have to look in the book to find out the names of the dinosaurs they are playing with. The childminder is skilled in adapting her questions and interactions to present appropriate challenges to the children she is caring for. Children become highly involved in their play with a small world farm and animals. Younger children identify the features of animals and the noises that they make, whereas older children correctly identify the difference between rabbits and hares and count the number of small plastic hares they have in their set of animals. They discuss why the farmer has a scarecrow and a child asks 'how does it grow'. The childminder discusses how they are made and they all sing a

scarecrow song. The childminder then extends the activity as she gives children the opportunity to choose items from a 'song bag' and instruments from a 'music bag' and they continue to sing familiar rhymes. Children have daily opportunities to play outdoors. They collect and sort leaves and pine cones, feed the ducks and play on climbing equipment at the local park.

Children develop a strong sense of belonging. They are given a lot of choices throughout the day and their opinions are sought and respected. They proudly show their favourite toys and look at photographs of themselves engaging in activities while at the childminder's. The childminder gives a high priority to ensuring that children learn about different cultures and religions and to respect themselves and others. They are cared for in an environment that is rich in positive images of diversity, giving them opportunities to observe and learn about differences and similarities.

The childminder provides children with healthy meals and snacks and has a wealth of information regarding healthy eating for young children. Children develop a good understanding of healthy lifestyles and independence in their personal hygiene. They are reminded to cover their mouths if they cough and access tissues when needed, explaining the reasons why. They cover topics that include looking after teeth, keeping active and healthy eating. Children develop skills to keep themselves and others safe as the childminder reminds them of possible hazards, such as, not leaving toys on the floor that babies may put in their mouths. They also engage in a variety of activities and discussions about road safety.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

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.