

Inspection report for early years provision

Unique reference number	EY241251
Inspection date	07/11/2008
Inspector	Debra Elizabeth Jean Dahlstrom
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 2002. She lives with her partner and two school age children in a house in Hazel Grove, within walking distance of schools, parks, shops and playgroups. The whole of the ground floor, the bathroom upstairs and the rear garden are used for childminding purposes.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently caring for four children.

The childminder attends local mother and toddler groups on a regular basis and takes minded children with the consent of parents. She can also collect children from St Peters, St Simons and Norbury Hall Primary Schools for after school care with prior arrangement with parents.

Overall effectiveness of the early years provision

Children are very confident and happy, they are secure, as the childminder provides for them in a caring and welcoming setting. The extremely well-organised activities and stimulating daily routine ensure children progress well. All children are valued and their individual needs are met to a high standard as the childminder strives to ensure through ongoing training to improve her practice. The childminder promotes all aspects of children's welfare with success, ensuring that children are safe and secure. Good relationships exist with parents and developing links are established with other providers involved in children's care. Through commitment to continuous improvement and self-evaluation, the childminder is aware of her own development needs. Thus, in improving her knowledge and skills by accessing training, she secures further improvement to her service.

What steps need to be taken to improve provision further?

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

- continue to develop plans and organise systems for assessing children to assist them to move on to the next steps in their learning
- continue to develop further links with the other early years providers to plan for children's learning.

The leadership and management of the early years provision

Record keeping is very well organised and all of the required documentation is in place, which ensures the welfare of all children. The childminder has taken a range of positive steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum. For example, regular fire evacuation drills and effective risk

assessments help children to learn about staying safe.

Children benefit from an attractive, dedicated play room with readily accessible, good quality resources, many of which promote equality of opportunity and inclusion. This enables children to build upon their confidence and develop as independent learners. The childminder uses a written system of self evaluation to critically analyse her strengths and weaknesses. She therefore identifies areas for further development through reflecting and self-evaluating her practice. The childminder is enthusiastic and committed to providing a high standard of childcare and education for children. She ensures regular attendance on numerous training courses to keep abreast of current issues. This is particularly evident in the number of workshops which promotes inclusion, such as Portage or teaching English as an additional language.

Detailed documentation and procedures are shared with parents to effectively care for children. The childminder works in partnership with parents and is in the early stages of working more closely with other childcare settings. However, the links are not fully developed to enable planning for their learning.

The quality and standards of the early years provision

The childminder has strong and effective systems to help children stay safe and promote their well-being. Children make good progress in their overall development as the childminder plays very closely with children and organises stimulating activities across all areas of learning. Her highly skilled approach ensures children enjoy their time with her whilst reinforcing their learning. For example, songs feature greatly in the childminding day. Children sing the 'hand washing song' or the 'snack song'. Thus, activities appeal to children's interests and so motivates them in their learning. The childminder is extremely skilled in questioning children, effectively promoting their understanding and encouraging their critical thinking. Their communication and language skills are further extended as they reflect upon what will happen in the story they are reading. Children, for example, show an understanding of the feelings of others, they show kindness and compassion. They are recognising the differences in our society, thus becoming well prepared as life-long learners.

The childminder knows the children very well, with a clear understanding of their stages of development. She has good observational skills and uses a simple system for recording their starting points. Whilst she has some systems in place for planning and assessment of the children, these are in the formative stages.

Children are enthusiastic learners and play purposefully as they carefully build tracks for their trains. Young children are developing good awareness of their bodies, as they wash hands before snack or place tissues in the bin after use, without prompting. Children behave well, show consideration and are polite. They are confident speakers with a rich and descriptive vocabulary, as they talk about 'crinkly' and 'crackly' when describing their homemade 'feely' books. Children make good attempts to use and recognise numbers in their play. They confidently describe the quantities offered at snack time as more or less as the grapes are

placed in their dishes.

Children's understanding of the wider world is promoted in various ways, currently through their love of the local squirrels. Their paintings of them are displayed on the walls, along with the foods they eat. During frequent walks interest in the weather promotes discussion and is supported further through a handmade weather chart to which the children can contribute to daily.

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.	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?	1
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.