

Inspection report for early years provision

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Inspection date	14/10/2009
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.

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 2003. She lives with her husband and their school-aged children in a semi-detached house in the Great Moor area of Stockport, close to shops and parks.

The children have access to the sitting room, playroom, hall and kitchen. Bathroom facilities are on the first floor. The rear garden is available for outdoor play.

The childminder is registered to care for a total of six children under eight years. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has five children on roll, of whom four children are in the Early Years Foundation Stage (EYFS).

The childminder is a member of both the National Childminding Association and the Borough of Stockport Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an enabling environment where their welfare needs are in the main well safeguarded. The childminder has a thorough understanding of each child's routines and their family circumstances in order to support their needs. Therefore, each child receives a good balance of consistent care and appropriate challenge to support their learning. Partnerships with parents and other providers are secure. The childminder is committed to continuous improvement in keeping herself up to date with childcare practice through training, reading and consultation.

What steps need to be taken to improve provision further?

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

- continue to develop the risk assessments to include all relevant details for outings
- continue to build upon existing practice to develop more effective systems to evaluate children's development through more regular summaries in order to plan for their next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder is vigilant in her practice to safeguard children and all their welfare needs are met through her range of policies and procedures. Generally, risk assessments are robust with any changes recorded and all regularly reviewed.

Outings, however, do not contain all the required detail needed to ensure they are fully effective.

The childminder is well organised and ensures she remains up to date with the latest practice; for example, she attends safeguarding training on a regular basis to update her knowledge and plans well ahead to ensure her first aid certificate always remain current.

The childminder has successfully addressed the recommendation from the last inspection and she continues to seek ways to improve the overall quality of care and education she provides for children and their families. She has undertaken numerous training workshops organised by the local authority and consistently looks at how this can inform her practice. She also works closely with another childminder in order to look at ways of reflecting practice and maximise learning opportunities for children. Prior to the introduction of the EYFS the childminder was not practised in self-evaluation; however, she now reflects critically on her setting's strengths and weaknesses and is growing in confidence in this area. This enables her to clearly identify her key priorities for improvement. Her observations and assessment systems are continually evolving as the childminder is constantly looking at ways to improve. The daily diary is used both as a record for parents but also as a means of evaluating planning; however, there is currently no consistently effective system in place to summarise children's progress in order to plan for children's next steps.

Effective partnerships are established with parents. They write that they are very happy with the quality of care and the progress their children are making. Parents truly value the provision and have every confidence in the childminders abilities to provide a high quality service. The children's profiles are always available to share with parents and a summary sheet of children's progress is shared with them and those other providers in the early years settings.

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

The childminder continues to grow in confidence as she recognises that her knowledge and understanding of the EYFS provides a firm foundation for children's learning. She acknowledges that there may always be better ways of doing things and regularly reflects on her practice as she refers to different sources of EYFS documentation to consolidate her learning. Starting points for each child are established during early discussions with parents and supported through informal observations. The daily diary is used both as a record for parents but also as a means of evaluating planning; however, there is currently no consistently effective system in place to summarise children's progress in order to plan for children's next steps.

The childminder plans weekly activities that are linked to children's interests or include multicultural celebrations. This provides a balance of adult-led and child-initiated opportunities. Planning for young children is based on their individual needs and is extremely flexible to offer time to practise and develop skills. A visit

to an aquarium prompted children to make and design their own, creating a large display across the wall complete with crabs and octopus and pipe fish. A designated playroom with a suitable range of resources and accessible low-level boxes offers children choices. Further resources are in storage and rotated to provide variety.

Early communication and language skills are strongly promoted and clearly valued through lively songs, stories and games. Young children are familiar in the use of sign language and can use this to convey simple requests. The childminder spends considerable time talking with the children using her skills in many ways to support and extend children's learning. For example, safety messages are carefully weaved through the daily routines and the current favourite story about a farmyard visit provides many opportunities to talk about road crossings and general outdoor safety. Children's understanding of mathematical language is supported as they measure themselves against the growth chart displayed on the wall and again healthy messages are given about how children grow. Simple tasks of matching the colour of the red plate to the red chair at snack time provide young children with opportunities to challenge their thinking.

There is a positive emphasis upon physical exercise to promote stamina and young children's physical development. The childminder's knowledge of each child ensures she plans a range of exciting outdoor activities which challenge them and support their development. Adventurous outdoor play even in the garden ensures children can make good use of the space and enjoy obstacle courses provided.

Children love to be creative and many pieces of artwork are proudly displayed on the wall. They enjoy a range of different activities and media to work with which encourage creativity and imagination, as their understanding of the wider world develops. For example, they enjoy making music with African shakers, make clay egg cups and decorate them, or blow bubbles outdoors and watch them blow away as they gently fan them with blankets.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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