

Inspection report for early years provision

Unique reference number	EY289259
Inspection date	20/03/2012
Inspector	Sarah Rhodes
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 was registered in 2004. She lives with her husband and children aged 14 years and seven years in the Heaton Chapel area of Stockport. The whole of the childminder's home is used for childminding, except the bedrooms. There is a fully enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in the early years age group. She also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a professional attitude to her work and aims to provide high quality childcare in a homely environment. She has implemented the Early Years Foundation Stage and a range of clear documents have been produced which help the smooth running of the setting. She knows the individual children well and supports them to develop into confident, social children with busy and inquisitive minds. She has developed a good partnership with parents. She has a wide range of ways to exchange information with parents to support children's care and learning but a clear summary of children's progress is not available to them. An initial self-evaluation of her service has been completed and is ready to be used as a tool to drive future improvement.

What steps need to be taken to improve provision further?

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

- consolidate the planned changes to the learning journeys to summarise children's progress towards the early learning goals in the six areas of learning, to enhance exchanges with parents and other providers
- establish the use of self-evaluation as part of an internal review to inform planning of future improvements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has been proactive in accessing training to ensure she has appropriate knowledge of child protection procedures in

line with the latest government guidelines. She has contact details for child protection support agencies. This helps to ensure children are protected from harm or neglect. The safety of children is important to the childminder. She undertakes risk assessments for both the premises and outings and has effectively identified risks and safety precautions that need to be put in place. She has clear measures to protect children when out on trips, for example, wrist bands provide contact details in the unlikely event that children became separated from her. Children learn to manage risks themselves, for example, road safety is discussed on trips out and they understand the safety rules when they undertake swimming activities. Emergency evacuations have been practised with even young children to enhance their ability to cope in an emergency. All adult household members have been notified to Ofsted and a record is kept of visitors.

The childminder is a qualified nursery nurse and has attended a number of courses in addition to the required childminding training. For example, food hygiene training and observation and assessment courses. She is committed to attending further training to increase her knowledge, for example, in outdoor play. She has made sure all required paperwork is in place and a wide range of policies have been drawn up and shared with parents which ensure everyone is aware of the operating procedures. The childminder has only recently completed a paper based self-evaluation to review her practice and make plans for the future. Therefore, it is not currently embedded as a way to drive and monitor improvements. Feedback from the parents and children who attend is frequently sought through discussion and written questionnaires. The childminder is committed to developing the service she provides and using the Early Years Foundation Stage to support children's learning and development and has a good capacity to improve further.

The childminder understands the benefits of working closely with parents to develop her understanding of children's needs and support the children in their transition to attending her setting. She encourages parents to provide information about many aspects of their child's life at the start of the placement. On an ongoing basis parents have the opportunity to complete sheets about events at home which can be included in their children's learning journey files. This information helps with planning of children's learning through play. Daily verbal exchanges are supplemented by daily diaries explaining about the child's day and the learning journey files which are shared with parents regularly. The childminder is aware of the need to liaise with others who provide Early Years Foundation Stage care to children attending her setting to ensure the activities she provides complement their provision. She understands the needs of the individual children she cares for and has organised her home to allow children to easily access a range of appropriate high quality equipment in labelled low storage units in the conservatory and play boxes in the lounge. She has given consideration to how she would meet the needs of children with additional needs or English as a second language. This ensures that no child is disadvantaged and all children have their needs met appropriately.

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

The provision for children's learning, development and welfare is good. The children benefit from a childminder who can draw on her past experience and who is fully committed to continually developing her knowledge of the Early Years Foundation Stage to enhance the service she provides. She uses themes, for example, Chinese New Year or a healthy eating topic, along with children's individual interests to plan activity ideas that cover the Early Years Foundation Stage six areas of learning. She has clear records to support her play provision. Children's progress is recorded through a collection of observations supported by photographs which are linked to the six areas of learning. She uses a matrix to cross reference the observations to the expectations of the different early learning goals to measure children's progress. Whilst this allows the childminder to monitor children's development and adjust her provision to any areas needing additional support it is less easy for parents to interpret.

The children benefit from a bright and airy playroom with easy access to the garden. Their craft work can be quickly displayed and reminds them of recent activities, for example, their three dimensional dragon made for Chinese New Year. Even the youngest children can develop their independence accessing toys for themselves. A constant stream of conversation and regular singing and story sessions means that all children experience a rich verbal environment and readily enjoy sharing books with the childminder. Children's mark making and pictures are valued and, for example, used to illustrate their very own story book. Routine activities are used to extend children's learning, for example, number and volume are explored through cooking sessions and number songs or colours and shapes through the toys as they play. Close links with the local community provide opportunities for children to meet up with larger groups and develop their social skills. The children have access to larger equipment in the garden as well as local parks and indoor play centres, giving children opportunity to develop their balancing and climbing skills.

Children's welfare is also promoted through the provision of healthy homemade diets. The children have the opportunity to choose their snacks and meals from a healthy and interesting range. Robust procedures about hygiene, both personal hygiene and hygiene of the home, allow children to enjoy a clean and healthy environment. The childminder manages the children's behaviour in a very positive way praising the children, using distraction and helping them learn to negotiate with one another. She will work with parents and other providers to ensure a consistent approach supports any behaviour modification efforts which may be required. Children are making good progress in developing skills for the future and the move to nursery or school when the time comes.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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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