

Inspection report for early years provision

Unique reference number	EY304237
Inspection date	17/08/2009
Inspector	Sheila Iwaskow
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 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 was registered in 2005. She lives with her parents in the Edgeley area of Stockport and co-minds with her mother who is also a registered childminder. The lounge and kitchen on the ground floor are used for childminding. Toilet facilities are on the first floor. An enclosed garden at the rear and front of the house are available for outdoor play. The house is close to local schools and parks.

The childminder is registered to care for a maximum of six children when she is minding alone and with her mother. Both childminders are currently caring for four children who all are on the Early Years Register. The youngest child is two years of age and the oldest is four years old. Children attend on a variety of placements. The setting is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children. The childminder walks to local schools to take and collect children.

The childminder is a member of the National Childminding Association and holds an early years qualification. Both she and her mother share equal responsibility for the childminding practice.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder and her co-worker provide a homely environment for children and work generally well as a team to promote children's welfare and learning. Through everyday working practices inclusion is reasonably well promoted. Friendly relationships have been fostered with parents and the childminder demonstrates a sound attitude to her on-going professional development. Both childminders are aware where the key areas for the further development of their childminding practice.

What steps need to be taken to improve provision further?

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

- review the organisation of resources to ensure that children engage in a wider range of challenging experiences on a daily basis, covering all areas of learning
- link assessments to elements of the framework to help track children's progress towards the early learning goals
- invite parents to contribute to children's assessment profiles to encourage them to make a more active part in their children's learning
- develop children's awareness of making healthy choices to foster their understanding of how a balanced diet promotes their good health.

The leadership and management of the early years provision

Both childminders share responsibility for maintaining the required documentation. All relevant policies, procedures and records for the safe and efficient management of the service are in place and organised to respect confidentiality. Children are well supervised both as they rest and play. All necessary safety features are in place to prevent children from accidentally injuring themselves. Risk assessments have been compiled covering all areas of the premises used for childminding purposes and for outings. Children are further protected as the childminder has a clear understanding of the indicators of abuse and procedures to follow should she have a professional concern about a child.

Parents are warmly welcomed in to the childminder's home. It is evident from the many cards and letters received the high esteem in which parents hold both the childminder and her co-worker. A booklet is given to parents detailing some of the child care practices operating within the provision, which gives parents an understanding of how the service works in practice. Both childminders work as a team when dealing with parents, helping to promote security and consistency in children's lives. Starting points are established and written and verbal feedback at the end of the day gives parents an understanding of how their children have spent their time whilst in the childminder's care. Assessment profiles are shared with parents, however their contributions are not invited, preventing them from taking a more active part in their children's learning. Links with other providers of the EYFS that children attend have been established.

The childminder and her co-minder reflect on the quality of their provision and are beginning to identify their strengths and some areas for further development. For example, they have correctly identified the need to review the organisation of their resources to ensure that children are provided with more challenging experiences on a daily basis. The childminder has also attended a number of training courses, including safeguarding children and behaviour management, which has a positive effect on the quality of her provision. The necessary steps have been taken by the childminder to address the recommendations made at the last inspection. Fire evacuation procedures are now practised with the children and a written complaints procedure has been put in place.

The quality and standards of the early years provision

Through training and working in partnership with her co minder the childminder has built up a sound awareness of the learning and development requirements of the EYFS. Activities are age-related and jointly planned by both childminders. The childminder clearly understands what the children in her care like and can do. Progress is monitored through written observations and photographic evidence and next steps are identified. However, assessments are not securely linked to the elements of the framework to help track children's progress towards the early learning goals. Routines include a balance of child initiated and adult directed play.

The childminder's home is well presented warm and clean. A wealth of posters

relating to equal opportunities, shapes and colours are displayed to enhance the attractiveness of the learning environment. However, less emphasis is put in displaying letters and numbers to help promote children's mathematical and language development. Children move around their immediate environment with ease and confidence a suitable range of furniture is available to allow children to rest and eat in comfort. The childminder recognises the importance of respecting babies' individual routines, providing an environment that is consistent with home. Children are encouraged to manage their own personal care, and information, both in written and pictorial format, is displayed to remind children of the importance of hand washing. Furthermore, children have their own individual towels, which are hung on pegs, clearly labelled with their photographs, giving them a sense of belonging within the setting. The childminder and her co worker provide meals on a day to day basis, which are balanced and nutritious. However, children are not encouraged to make healthy choices for special events, such as a picnic lunch. This hinders their appreciation of the importance of following a balanced diet to promote a healthy lifestyle.

The childminder's key children are happy, confident and make visitors to the setting feel welcome. They confidently approach the inspector and tell her that people who are in wheel chairs cannot walk. Children openly talk about their families and, at times, good use is made of questioning to encourage children to think for themselves. Children enjoy looking at books and are encouraged to recognise their own name and those of others who attend the setting. As they play children are encouraged to count and looking at photographs of past events enjoyed by the children helps them appreciate the passing of time. Discussions take place about the weather and some opportunities are available for children develop their imaginations as they play with small world toys. At times children are able to develop their artistic talents as they design cards, make hand prints and colour pictures.

Children learn to appreciate diversity as they taste food from other countries and celebrate cultural festivals. The childminder also recognises the importance of welcoming children with learning difficulties into an inclusive environment and accessing relevant training, if necessary. Visits to feed the ducks or to see the animals at a local farm are popular activities the children. Children enjoy physical play at local soft play centres and in the childminder's back garden where are pleasing range of play materials are available for children to enjoy.

Age appropriate strategies are used in respect of behaviour management. Children's efforts are celebrated through the regular use of praise and stickers. Rules, devised in conjunction with older children, are clearly displayed, helping children to know what is expected of them. Close attention is paid to raising children's awareness of personal safety. When out walking with the childminder younger children are appropriately restrained in buggies or in reins. Children are also made aware of the potential dangers of the road and of the importance of not talking to strangers.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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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