

Inspection report for early years provision

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Inspection date	23/11/2009
Inspector	Angela Cuffe
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 2005. She lives with her husband and three children, aged 18, 10 and six, in Reddish, Stockport, close to shops, parks, schools and public transport links. Access is gained from the front of the property. The whole of the childminder's home is used for childminding, except the main bedroom. There is a fully enclosed garden available for outside 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 four children in this age group. She also offers care to children aged over five years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local schools and goes to toddler groups regularly. She is a member of the National Childminding Association. The family have a dog, two cats and a tortoise as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs ensures the childminder successfully promotes children's welfare and learning. Children are cared for in a homely, welcoming and well-organised environment. The childminder demonstrates a strong commitment towards the continual development of her practice. She has attended a range of relevant training courses since the last inspection, as well as gaining a degree in home childcare. She has clearly identified areas for further improvement, which particularly focus on further developing the outside play area and self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure risk assessments cover the radiators, garden gates, cupboard locks and hazardous plants, and take appropriate action to minimise risks identified.

The effectiveness of leadership and management of the early years provision

A secure awareness of safeguarding issues ensure children are continually protected. For example, the childminder is fully aware of possible signs and symptoms of abuse, and has refreshed her knowledge through relevant training. Clear policies and procedures are in place, which are in line with the Local Safeguarding Children's Board procedures. Consequently, the childminder is aware

of how to respond appropriately if concerns arise. Risk assessments are carried out ensuring children's safety in the home and when they venture on outings. However, some potential hazards have not been identified in the assessment; this impacts on children's safety.

The childminder develops excellent working relationships with parents and keeps them very well informed about their children's welfare and learning through a range of sources. For example, she takes photographs and completes a daily diary. Parents may then record any relevant information from home. She has also devised very detailed assessment files, which start with a description of the child; a full, easy to understand explanation of the observation and assessment process for parents to read, and a record of meaningful observations, showing clear links to the six areas of learning and planning, are also included. The childminder has a monthly meeting with each parent, where they input their comments and discuss plans for the following month. Parents' and children's views about the service are actively sought through feedback sheets, which are used effectively to inform planning.

The childminder has successfully addressed recommendations from the last inspection and continually monitors the care she provides. There is a good range of toys and equipment, which are stored appropriately, allowing children to freely choose. The childminder actively promotes equality and diversity. She has a good knowledge of the children's backgrounds and needs, and provides a range of activities based on other cultures and beliefs. This gives children a better understanding of the way other people live, which develops positive attitudes of differing cultures and religions.

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

The childminder's home is warm, welcoming and well-organised. She interacts well with the children, enabling them to feel safe, secure, and settled. Children develop warm relationships with the childminder and their peers as they play happily with their chosen toys. Young children feel safe, settle quickly and go to the childminder for a cuddle as they leave for nursery. They enjoy sitting next to the childminder as she reads a story. They select toys eagerly and show great interest as they carefully take objects out of a box and then put them back when they have finished with them. Children focus very well on what they are doing and develop good levels of concentration.

The childminder is attentive and sensitive towards children's individual needs. She constantly reassures and supports children during their time with her. Children enjoy playing with a wide range of play materials. For example, they are exploring a large tray of pasta, lentils and rice; they use various tools to collect the mixture, and transfer it to large cups and jugs. The children talk about using the big spoon to collect more of the mixture, they also use their hands to see what the mixture feels like. The childminder skilfully asks the children what the mixture would be like when it is cooked; they answer 'soft and hot'. Children are allowed to be themselves and follow their own interests and hobbies. One child is break dancing,

he then sits on the floor with his hands together and says 'I am doing yoga'. Children are engrossed as they press the buttons on the electronic toys. They happily join in with the road safety book as the childminder asks them questions.

Children learn about their local environment and the world around them as they are taken on outings to parks, libraries and other places of interest. They learn about and respect nature as they feed, and then watch, the squirrels and birds in the garden. Children's good health is well promoted because effective hygiene procedures reduce the risk of cross contamination. Surfaces, toys and equipment are kept clean, and children independently use hand washing facilities and tissues. The childminder provides healthy home cooked meals using fresh ingredients and provides fruit for snacks. Children have access to drinking water at all times to enable them to satisfy their thirst when needed.

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	1

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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