

Inspection report for early years provision

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Inspection date	12/10/2009
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 2006. She lives with her husband who works as her assistant, and their 10 year old daughter in Heaviley, 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 bedrooms. There is a fully enclosed garden available for outside play.

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

The childminder collects children from the local schools and goes to several toddler groups regularly. She gains support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a homely and welcoming environment. They make steady progress in their learning and development because they are provided with a suitable range of activities. Children's welfare needs are appropriately met as the childminder establishes positive links with parents and shares information with them on a daily basis. The childminder demonstrates a commitment towards the continual progress of her practice. She has attended relevant training courses since the last inspection and has clearly identified areas for further improvement which particularly focuses on developing the individual observation and assessments files and planning.

What steps need to be taken to improve provision further?

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

- conduct regular meaningful observations and ensure each child's next steps are identified and incorporated into the planning.

The effectiveness of leadership and management of the early years provision

Suitable procedures are in place to ensure children are safeguarded as the childminder is aware of her responsibilities regarding child protection. She has a written policy which is in line with the Local Safeguarding Children Board procedures. The childminder has a health and safety policy and a detailed escape plan. Fire drills are practised with the children on a regular basis to ensure they understand what to do, should the need to evacuate the premises arise. Risk

assessments are carried out on a regular basis to ensure the safety and suitability of the areas used.

The childminder actively promotes equality and diversity in her practice to ensure all children have a good understanding of the way other people live. Resources are of good quality and are stored within easy reach of the children. The childminder works in partnership with parents and outside agencies to ensure specific learning programmes are used effectively to enhance children's development. Parents provide positive feedback and are complimentary about the care their child receives. Continuity of care for the children is enhanced as the childminder develops positive links with other provisions children attend.

The childminder develops good working relationships with parents and keeps them well informed about their children's welfare. Parent's and children's views about the service are actively sought through evaluation sheets and their wishes are taken into account and used as a focus for improvement. The childminder has systems in place to observe children's progress. However, observations are not carried out on a regular basis, which impacts on the quality of planning for children's individual learning. The childminder has successfully completed a range of relevant training since registration, which enhances her professional development.

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

Children are very happy and well settled. The childminder's caring and supportive manner enables them to feel safe and secure which ensures trusting relationships are formed. Emphasis is placed on children learning through play, exploration and fun. A varied range of stimulating activities are available for children to choose from, which take into account children's different ages and stages of development. This ensures all children are able to participate in activities and, as a result, they make good progress in their development and are motivated to learn.

Children are enthusiastic learners and take a lively interest in everything they do. They demonstrate good levels of concentration and the relaxed, supportive atmosphere enables them to freely express themselves. Playing games together produces plenty of excitement and children laugh out loud as they crawl through the play tunnel. Children confidently communicate with the childminder as she shows them the magnets and explains how they work. Whilst the children are playing with the trains, they put a train driver's hat on from the dressing up clothes. They build a bridge and use words like over and through as they are playing. The children enjoy story time; they sit on the childminder's knee whilst she shows them the pictures in the book. They join in with the story, showing the childminder where the butterfly is. 'It is on her hand' the children shout excitedly.

Children develop their social skills as they play cooperatively with others. They develop an awareness of the wider world as they venture on outings to places of interest, such as nature walks, visits to local parks and the beach. As a result, children are gaining first hand experiences with the natural world. Their awareness

of others is promoted through the celebration of festivals and through meaningful discussions, which help children understand differences. Consequently, children develop a positive and caring attitude towards others.

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	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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