

Inspection report for early years provision

Unique reference number	EY360356
Inspection date	18/01/2011
Inspector	Lesley Bott
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 2007. She lives with her husband and four children aged three, two 13 year-olds and a 15 year-old in Heaton Moor, Stockport. The whole of the ground floor and the first floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding 10 children under five, and eight children over five before and after school on a part-time basis. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a pet rabbit and a hamster. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. The childminder promotes an inclusive, safe environment where the individual needs and interests of the children are met. This ensures that the uniqueness of each child is fully recognised. Children benefit from the effective partnership with parents and other providers of the Early Years Foundation stage. A portfolio of information contains the required documents to ensure the smooth running of the childminding arrangements. The childminder is beginning to reflect on her own practice to improve her skills.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- implement a procedure to ensure that information about who has legal contact with the child; and who has parental responsibility for the child is in place (Safeguarding and promoting children's welfare)
- 01/02/2011

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

- use observations more consistently to plan and match the observations to the expectations of the early learning goals
- improve the systems for the organisation of the setting to include effective procedures to evaluate the provision and identify areas for improvement

The effectiveness of leadership and management of the early years provision

The childminder knows and understands child protection and safeguarding issues and how to implement the process in place. Children's welfare is safeguarded as systems are in place to identify any child at risk of harm and liaising with the appropriate child agencies. The childminder understands Local Safeguarding Children Board procedures. Parents are well informed of the childminders procedures through detailed information packs and written policies and procedures. Children are cared for in a secure environment where hazards have been suitably assessed. Risk assessments are reviewed on a regular basis and account is taken of the children's age and stage of development. The childminder has a robust collection procedure and has met the adults designated as allowed to pick up the children. Children's records required for the safe and efficient management of the childminding provision are in place and well managed.

The childminder is beginning to establish a positive vision for her service however, has not completed the Ofsted self-evaluation form to appraise her service and accurately record the strengths of the setting. She is developing a good understanding of the Early Years Foundation Stage and has undertaken a well planned programme of ongoing learning opportunities to ensure that her skills and those of her assistant are consistently updated.

The childminder has developed a strong and effective relationship with the parents and there is a good two-way flow of information, on a daily basis. Through discussion the childminder ensures that the needs of all children are met and parents are kept well-informed. However, as part of her registration process the childminder does not gain information from parents on who has parental responsibility for the children in order that their safety is met at all times. Children's achievements are confirmed through weekly planning sheets and daily verbal discussions. Parents are able to view their child's development in their learning journeys, and photograph scrap book that the childminder has put together. The childminder liaises well with other providers delivering the Early Years Foundation Stage to ensure there is progression and continuity of learning and care.

Children's learning is well supported as the childminder and her assistant have the time to give them ample individual attention. The childminder's home is a warm and welcoming environment, children's photographs and examples of their work are displayed in the playroom. The accommodation and plentiful play equipment is well organised and rotated to ensure the children have a positive choice of resources. The childminder is well aware of children's likes, dislikes and current stage of development through discussion with parents, and operating a settling procedure. This information helps the childminder to provide an individualised service and have realistic expectations of the children. The childminder regularly attends toddler groups to ensure that the children are growing in confidence in social situations.

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

Children are making good progress in their learning and development. However, within her evaluation of activities the childminder does not currently assesses the children's progress and use this to link to future planning and identify children's next steps in learning. Observations are recorded, and examples of their work and photographs included in their learning journey. The childminder is skilled at promoting positive attitudes to learning, ensuring that every child is suitably challenged by the learning experiences provided. Her calm approach and warm and playful interactions motivate young children well and help them to make progress. Children's emerging language skills are advanced through their interest in singing and books. Their concentration skills are developed as they construct a train track together. The childminder talks to the children about the colours of the trains, and counts the carriages.

Children are developing strong and positive relationships with the childminder and each other. They play alongside their peers understanding the need to cooperate. Children enjoy the kitchen, making food and drinks for each other, in particular cakes and doughnuts their favourite. Older children were able to show the inspector photographs of them involved in different activities. They are all involved in baking, and enjoy the garden in the summer, using paint brushes and water to create patterns on the slabs. They know the daily routines and are encouraged to put the toys away when they are finished, and before moving on to snack time. This helps raise children's self-esteem and promote independence. Children celebrate each other's birthdays and they acknowledge the festivals of others. They take part in the community in which they live by using local groups.

The childminder is effective in supporting children's good health and well-being. They enjoy healthy and nutritious meals and snacks prepared by the childminder each day which offer variety and choice. Their dietary needs and preferences are well known by the childminder who ensures that these are catered for. Meal times are social occasions where the children all sit around the table together with the childminder to talk about their day. There are secure infection control measures and the childminder models good hygiene practises. Children benefit from access to the fresh air and exercise in the garden, and walking to school and to the park.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as identified in the early years part of the report (Records to be kept) 01/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as identified in the early years part of the report (Records to be kept) 01/02/2011