

Inspection report for early years provision

Unique reference number	EY365695
Inspection date	16/10/2008
Inspector	Jeanne Lesley Walsh
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2008. She lives with her husband in the Woodley area of Stockport. Access to the premises is up one step and care is provided for children in the lounge, conservatory and kitchen on the ground floor. The first floor is used for access to the family bathroom only. An enclosed rear garden is available for outside play. Children are taken, with parental permission, to local amenities such as the park, library, toddler groups and to other places of interest. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of six children and there are currently three children on roll. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder has a good knowledge of the children she minds and welcomes and values them all as individuals. Children are happy in the setting and the childminder provides appropriately for their specific care needs. They are also making satisfactory progress in their learning and development. The childminder recognises that her knowledge of the early learning goals and her own self-evaluation are areas for improvement. She is developing positive relationships with parents to help to achieve a consistent approach to children's care.

What steps need to be taken to improve provision further?

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

- become pro-active in using self-evaluation to help promote continuous improvement
- further develop knowledge and awareness of the early learning goals and plan and provide experiences that help children progress at each stage of their development

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

- improve the risk assessment to ensure that all hazards are minimised and pay particular regard to fires and windows(W3 Suitable premises, environment and equipment)

30/11/2008

The leadership and management of the early years provision

The childminder recognises the importance of maintaining strong links and good communication with parents and others. She has establishing positive relationships with them in order to provide a consistent approach to children's care. She listens

to what parents want and has developed two way communication systems to keep both the parents and herself updated. This helps to ensure the progression and continuity of care and learning for children. Documentation is well organised and parents are given information about policies, records and confidentiality as well information about the complaints procedure. The two way daily information sharing also keeps the parents and the childminder informed of the child's daily activities. The childminder is also fully aware of her responsibility to liaise with other organisations who provide the EYFS for children she minds, when this becomes appropriate.

The childminder clearly understands her role with regard to safeguarding and ensures that parents are also aware of her responsibility to protect children. She ensures that any adults who come into contact with the children are suitable to do so and she never leaves the children in anybody else's care. Risk assessments are recorded and include regular fire drills. However, some areas of risk are not clearly identified, for example the safety of fires and windows.

The childminder demonstrates a keenness to develop her own skills and the care she provides for children. She did not complete a self-evaluation form prior to inspection and she has no clear process for self-evaluation in place. However, she has identified her weaknesses, through discussion, and demonstrates a realistic view of her ability. She is beginning to record some observations of the children's development and is starting to use this to identify their next steps in learning. Her systems for linking into the early learning goals and the individual needs of the children are at a formative stage.

The quality and standards of the early years provision

The childminder provides a clean and well maintained environment where children can move around freely and safely. Children are happy and relaxed in the setting. They develop a sense of belonging as they see their own art work displayed and they hang their coat on their own peg. There is adequate equipment available for the children currently minded, but not sufficient for their continuous improvement as they progress towards the early learning goals. The activities available are made easily accessible so that children can make individual choices of what they wish to do. This helps the balance of free play, child-led and adult-led activities.

The sick child policy ensures children are appropriately cared for in the event of an emergency, illness or accident. The childminder ensures that the children follow hygienic procedures that lead to good self-care. She also works in conjunction with parents to develop consistent toileting skills with children. She discusses children's individual dietary needs with the parents and provides food accordingly. All meals are home cooked with fresh foods and the childminder makes every effort to provide a balanced diet for children. Menus demonstrate the good nutritional variety of foods available. Children eat at the table and choose their own healthy snack and are supported when they want to feed themselves.

A positive behaviour management policy is shared with parents. The childminder sets a good example to the children and offers lots of praise, encouragement and

explanation. She sets simple house rules mainly to avoid accidents. The childminder constantly encourages positive communication with the children. She talks to the children and explains what they are doing and how things work. One child, busy fixing the vacuum cleaner, explains that it needs some tape to fix it and tells the childminder that the dust goes down the purple pipe, not the grey one. The children are encouraged to experiment and work things out and the childminder supports them and helps them to achieve.

The childminder talks to the children about road safety as they go for their daily walks to local activity groups and places of interest. They are also becoming aware of their local community. They talk about the leaves falling off the trees in the autumn and about their plans to dress up at Halloween. The children are learning about diversity as they talk about different languages and they proudly demonstrate some words they know. They count the letters painted on the window, count the fruit in the kitchen and count how many people as they help to set the table. They enjoy messy creative activities and they are slowly beginning to develop their learning in all areas. The children have a happy time with the childminder. However, the childminder is aware that her limited knowledge of the early learning goals and planning means that children's learning is not developing to its full potential.

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?	2
How well are children safeguarded?	3

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?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.