

Inspection report for early years provision

Unique reference number	EY367722
Inspection date	22/10/2008
Inspector	Judith Anne Kerr
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 partner and three children aged 14, 12 and nine in the Cheadle area of Stockport. The whole of the ground floor and first floor bathroom of the childminder's house are used for childminding. Access is gained to the property at the front of the house on the ground floor level. There is a fully enclosed garden for outdoor play. The family have four cats, hamsters, guinea pigs and fish. The property is within walking distance of local amenities.

The childminder is registered to care for a maximum of six children at any one time on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently four children on roll who attend on a variety of placements; all of these children are on the Early Years Register.

The childminder takes children to and from school and visits the park and library. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The setting is well managed and monitored to ensure it's progressive development. The childminder is fully aware of her strengths, effectively organising the environment, activities and routines to ensure every child's needs are met. Good partnerships with parents and others play an important role in providing an inclusive environment. All children benefit from the exciting range of activities and play opportunities which largely maximise on individual learning experiences. The childminder is fast developing her understanding of her role within the delivery of the Early Years Foundation Stage and meets the majority of the welfare requirements.

What steps need to be taken to improve provision further?

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

- further develop planning to involve parents in identifying children's starting points; ensure the next steps of children's learning are predicted and show clearly how they inform future planning.

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

- request written parental permission for seeking any necessary emergency medical advice or treatment and carry out a risk assessment for outings.

24/10/2008

The leadership and management of the early years provision

Children's care, safety and welfare are well promoted because the childminder continues to update and extend her skills and knowledge. She regularly attends training courses on core issues such as early attachments and allergy awareness. The required records and documentation are in place with the exception of consent for emergency medical treatment. This poses a risk to children's continuing good health.

Systems to monitor continuous improvement are largely effective, for example, the action from the registration has been met. However, although the childminder is aware of potential risks to children on outings, risk assessments are not yet in place to ensure that outings are monitored. The childminder has a purposeful attitude towards providing an inclusive environment for children with disabilities and, as a result, their care needs are well met. Resources, such as dolls, books and jigsaws help the children to understand the wider world in which they live. Children's individual needs, likes and dislikes are understood and used to plan for their future learning.

The childminder works well with the parents, valuing their contribution as partners in their children's care and learning. A portfolio of policies and procedures and daily discussions ensure they are well informed about the childminder's working practices and occurrences within their child's unique day. Progress towards the early learning goals is shared verbally with parents. There are established links with other professionals in the nursery school to ensure that the children's needs are planned for across the differing provisions that they attend. This helps to ensure children's overall progress through the learning framework.

Children's welfare is actively promoted within the home. The childminder protects children from harm or neglect. She has a beneficial understanding of the signs and symptoms of abuse together with appropriate steps to ensure any concerns are handled in a swift and calm manner. All adults within the provision have undergone effective vetting procedures which ensures they are suitable to have regular contact with children and further promotes their safety.

The quality and standards of the early years provision

Children's health and welfare requirements are met very well. They are provided with a range of diverse opportunities to help them make good progress across all areas of learning and development. Informal procedures are in place for observation and assessment. Although the planning is flexible and responds to the children's interests and ideas, children's starting points are not agreed with parents and the information gained from assessments is not being fully explored to identify individual learning priorities. As a result, the next steps of children's learning are not clearly identified to inform future planning.

Children's self-esteem and well-being is fostered. The childminder sees the children as individuals, building upon their interests and natural curiosity. As a result, they are very confident and expressive as they engage happily in the broad range of exciting and enjoyable play opportunities. The childminder talks to them throughout

their play, so helping to create a learning environment which values communication. Young children enjoy making a cup of tea or arranging the furniture and figures in the dolls house. Children play imaginatively and cooperatively pretending they are doctors and nurses making one another well again. Their early numeric skills improve as they count the number of fingers and talk about 'one in there and one in there'. Children are keen to show off their new found skills, demonstrating how they can complete a thirty five piece jigsaw by fitting in the hard edged pieces all round the outside. Children feel at home in this setting. They help themselves to the toys and are comfortable to ask for another drink. Outdoor play and outings are central to the children's days. They explore with creative, sensory materials such as leaves and pine cones which makes learning fun.

Children develop high levels of independence and respect for others as they develop the habits and behaviour appropriate to good learners. They learn how to safeguard their own welfare and the well-being of others. For example, they are strapped in the car, feed the ducks and help to reach items for the baby and pull funny faces for amusement. Children thrive on consistent messages about healthy living. They play outdoors each day, wash their hands after toileting and adopt a positive attitude towards food as they sit down to enjoy healthy snacks, such as fruit. Children begin to learn about the wider world as they discuss differences and go on trips in their local community.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

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

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

Since registration there have been no complaints made to Ofsted.

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.