

Inspection report for early years provision

Unique reference number	EY376909
Inspection date	24/03/2009
Inspector	Sheila Iwaskow
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 and two children, aged five years and 19 months, in Heaton Mersey, Stockport. The house is close to local shops, parks and schools. The whole of the ground floor, with the exception of the utility room, is used for childminding purposes; this comprises of the kitchen, playroom, lounge and conservatory. Toilet facilities are on the first floor. There is a fully enclosed garden available for outside play. The family have a pet rabbit.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children under five years. She also offers care to children aged over five to 11 years. This provision is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thrive in the childminder's care, clearly enjoying the time that they spend with her. Welfare needs are successfully met and the uniqueness of each child is recognised in this inclusive and enabling environment. Children make good progress in their learning and development and activities provided are fun, exciting and contribute towards children's economic development. Relationships with parents are developing well. The childminder shows a strong commitment to continuous improvement and is aware where minor gaps in her provision lie.

What steps need to be taken to improve provision further?

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

- build on existing good practice by inviting parents to contribute to their children's profiles and to identify their starting points with regard to learning and development
- ensure that resources in coloured boxes in low level units are clearly labelled to help further promote children choice and independence.

The leadership and management of the early years provision

The childminder is well qualified and strongly committed towards providing a high quality inclusive service for both children and parents. Through discussion and formal self-evaluation the childminder is able to critically analyse her practice, identifying her many strengths and prioritising areas for further development. Training opportunities are well targeted. For example, the childminder is keen to attend training on sign language and food hygiene. She is also in the process of applying to join an approved childminding network. As a qualified teacher the

childminder brings a wealth of experience to her childminding practice which greatly enhances overall quality of care and learning that all children receive.

Children's welfare needs are consistently and rigorously safeguarded. Detailed risk assessments for all aspects of the premises and for each specific outing have been conducted. All records relating to the children are very well maintained and stored to respect confidentiality. Children are afforded high levels of supervision as they play and rest. The childminder's home has been inspected and approved by the fire brigade and children participate in regular emergency evacuation practises. Fire alarms are regularly tested and a password system is in place if any person not known to the childminder collects the children at the end of the day. The childminder has a good understanding of the signs and symptoms of abuse and is fully aware of procedures to follow should a concern arise.

Friendly, professional relationships have been established with parents, helping to promote security and consistency in children's lives. Gradual introductions are encouraged to settle in new children. Good quality documentation regarding the childminder's practices are shared with parents. Parents also have access to children's assessments profiles. However, there is no evidence to show that parents contribute to these profiles or to children's initial assessments to establish their starting points with regard to learning and development. Written information, via a daily diary, gives parents a clear understanding of how their children have spent their day and the activities that they have enjoyed. Questionnaires allow parents to express their views on the service provided. From these it is clear to see that parents value the care afforded to their children. The childminder demonstrates a positive attitude towards the care of children with learning difficulties and disabilities, recognising the importance of welcoming them into a sharing and inclusive environment. She also understands the importance of valuing linguistic diversity for those children who speak English as an additional language.

The quality and standards of the early years provision

The day is well planned for children's enjoyment with a good balance of adult led and child initiated play. Children benefit from having a dedicated playroom where examples of their art work, letters, numbers and photographs of them at play are displayed. An extensive range of good quality age appropriate play materials are available to help children acquire new knowledge and skills. All toys are within reach of the children and most are easily accessible. However, coloured boxes in low-level units are not labelled, making it more difficult for children to see what resources they contain.

There are well developed planning systems in place to demonstrate the breadth and depth of the curriculum that is being delivered to the children. Furthermore, clear systems are in place to track children's progress towards the early learning goals. Assessments analyse children's progress very well and plan effectively for their next stages of learning. A 'scrap book' for each child, containing photographs and written observations is also maintained, shared with parents and successfully builds up a picture of the milestones that children have achieved.

Children are at the heart of everything that happens within the childminder's home. All of the childminder's time is spent interacting with the children. As a result, children are happy and secure in their environment. Warm and caring relationships have been established and the childminder is responsive to children's needs, offering lots of hugs and cuddles. Toddlers behave well and are learning the importance of sharing and taking turns. Sensible house rules are clearly displayed, helping all children who attend understand what is expected of them. Language and communication skills are well promoted. Words are constantly repeated and the childminder responds to babies babbles and facial gestures. Children laugh with delight as the childminder tickles their tummies and asks them to point to their nose. Books are available to help foster children's love of reading and older children have opportunities to link sounds to letters and to develop their hand writing skills. As they sing number rhymes, play with shape sorters and name colours children develop their mathematical skills.

Children learn to value others as they celebrate cultural festivals and access resources which reflect equality of opportunity. They are learning to respect animals and birds as they gently stroke the family pet rabbit and feed ducks at a nearby park. Sand and water play, treasure baskets and electronic toys help children develop many of their senses. Many opportunities are available for children to engage in meaningful role play and to develop their artistic talents.

The childminder's home is warm, clean and well presented. From the conservatory children have direct access to the back garden, which is beneficial to those with physical disabilities. Children thoroughly enjoy the time they spend outdoors, playing on the slide and learning to throw and catch balls. Individual routines are recognised and respected. Food provided is nutritious and sensible conventions, such as eating at the table are followed. Hand washing is successfully incorporated into the daily routine. Children have their own towels and posters are displayed to remind children of the importance of washing their hands. Exploring topics, such as 'people who help us' gives children an understanding of keeping themselves safe.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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.