

Inspection report for early years provision

Unique reference number	EY378139
Inspection date	13/02/2009
Inspector	Debra Elizabeth Jean Dahlstrom
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 preschool child in Stockport. The whole ground floor of the property is used for the childminding purposes. First floor rooms are not used with the exception of the bathroom and separate toilet. There is a secure back garden for outside play. The childminder lives within walking distance of local schools and amenities. She is registered to care for four children under eight years at any one time of whom two may be within the early years register. The childminder is also registered on both parts of the compulsory and voluntary Childcare Register. The childminder currently cares for a total of six children on roll of whom four are on the early years register. The childminder attends local carer and toddler groups, the park and the library. She walks to local schools to take and collect children.

Overall effectiveness of the early years provision

The overall quality of the provision is good as children are making good progress within the Early Years Foundation Stage. A warm and inclusive environment is provided for children by the childminder. Children are safeguarded and their welfare requirements are well met. Although only recently registered the childminder has worked hard to plan for and assess children's learning, she is currently in the early stages of identifying their next steps in their learning. The childminder demonstrates a strong commitment towards achieving continuous improvement of her service. Although the self-evaluation is in its formative stages it is detailed and the childminder has clearly identified her strengths and weaknesses. She has a clear vision in place which she shares with parents in order to provide high standards of care for children.

What steps need to be taken to improve provision further?

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

- continue to develop systems to assist children to move onto the next steps of their learning

The leadership and management of the early years provision

Children are happy and settled in the childminders care. Her enthusiasm and strong commitment to improve her knowledge and skills through training and ongoing research ensures children receive a high quality service. The detailed self evaluation provides opportunities to reflect upon her practice and prioritise her training needs.

There are robust systems in place to protect and safeguard children as the childminder ensures children learn from an early age to stay safe. Regular evacuation drills, through risk assessments and careful explanations to young

children about everyday dangers benefit them. They learn for example not to climb on the chairs as they may fall. She is skilled in distracting them and offering other activities which provide suitable interests for them.

The childminder ensures that the attractive learning environment and quality resources are available to all children and strives to provide an inclusive and welcoming service. She works in close partnership with parents and the other settings to ensure everyone is working together to support children's individual developmental needs. Individual assessments and quality documentation are fully accessible so parents are kept well informed about their children's achievements and the service provided for them.

The quality and standards of the early years provision

A warm, welcoming and safe environment contributes to children's sense of belonging and feeling at ease. As a result, young children are competent and confident learners, they are self assured as the childminder consistently supports them in all they achieve. Their efforts are continually acknowledged and praised as the childminder skilfully uses their interests to plan enjoyable experiences which challenge them. Young children behave well, as the calm and patient approach of the childminder has a positive effect on them. They readily help the childminder to tidy away as they make good attempts to brush up using a small dust pan and brush. Young children are therefore helped to feel both independent and included.

Children enjoy a healthy lifestyle in the care of the childminder, as she places great emphasis upon the balance of active play and sufficient rest and sleep. Hygiene practices are high, with individual hand towels for children to reduce the risks of cross infection. They enjoy a varied diet of homemade foods, with fresh fruits offered daily. Children are often involved in preparing foods, they help make fresh bread or mix and knead the pizza dough which they then cover with assorted toppings.

Children's knowledge and understanding of diversity is supported through a range of quality play materials and opportunities to celebrate festivals and try different foods. Children enjoy traditional Spanish meals or write their names using Chinese characters. The childminder is clearly familiar with the four principle themes in the EYFS and uses these guiding principles when planning for children's individual needs. She ensures that all six areas of learning are covered, and works hard to ensure every child is sufficiently challenged in their learning and continues to develop ways to help child move onto to the next steps.

Sustained concentration and perseverance ensures children achieve well. For example, young children help to make shakers filled with dried pasta, rice and peas. They help pour this into the containers they are encouraged to tell the minder if 'more' is needed or if it is 'all gone'. They readily help to roll the containers in the coloured paper using sticky tape to attach everything together. Lots and lots of colourful stickers are then carefully placed over all the containers. Young children smile and enthusiastically clap their hands as the childminder also applauds their achievements.

The childminder supports children's language and early literacy skills well with attractive posters around the rooms containing print. Some children are already well able to link sounds to letters and close relationships with the nursery school ensures children make good progress in their reading skills.

Children are curious learners as they are keen to use programmable toys and to understand why bread or cake rises in the oven. They are encouraged to be creative, as they spontaneously decide to build an igloo as did characters in their favourite story. They carefully consider the best medium and cut out blocks using play dough to build it. Children enjoy using numbers as they carefully weigh out ingredients when using scales, or measure using a simple measuring tape in their play.

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

No complaints reported 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.