

Inspection report for early years provision

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Inspection date	19/11/2009
Inspector	Christine Myerscough
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 2009. She lives with her husband and two children aged five and two years old. They live in a house in Stockport close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house and an upstairs bathroom are used for childminding. The family has two cats and goldfish as pets.

The childminder is registered to care for a maximum of four children at any one time, under the Early Years Register and compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register. The childminder cares for children with disabilities and there are currently five children on roll aged from 11 months to five years old. The childminder works in partnership with a local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for by a confident, enthusiastic and well-organised childminder. The childminder's caring approach and welcoming, homely environment effectively support progression in children's overall development and ensures their well-being. Children are treated with equal respect and the childminder successfully promotes an inclusive service tailored to the individual needs of each child. Good relationships with parents and others involved in children's care and learning promote consistency and continuity in children's lives. Systems for self-evaluation are developing effectively and the childminder has an accurate view of her strengths and the areas for development to secure continuous improvement. Areas for further development centre on increasing children's awareness and understanding of print and number.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to learn more about words, signs and symbols, for example, by creating an environment rich in print and by using names and labels
- increase children's understanding of number, for example, by providing tactile number cards.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted as the childminder ensures adults living in her household are vetted by Ofsted to ensure their suitability. Effective action is taken to minimise potential hazards to children and the childminder carries out monthly

risk assessments for all areas of her home and any outings undertaken. Children wander around freely in the childminder's home and make good use of the available space. They play their games in comfort and have access to good range of toys and equipment, which stimulates their curiosity and enthusiasm. Boys and girls make independent choices and select resources which appeal to their particular interests. Links are established with a local toy library to widen children's learning experiences. Documentation is well organised to ensure the smooth running of the childminder's business and children's records are stored in separate colour-coded files to maintain confidentiality. The childminder has attended safeguarding training, which ensures she has a good up to date knowledge and understanding of child protection issues. This enables her to protect children by recognising, recording and reporting any concerns about their welfare.

The childminder is well qualified in childcare and holds a diploma in nursery nursing. Since registration, she has attended some additional childcare training to further improve her knowledge and skills and strives to implement effective practices to successfully promote children's welfare and learning. The childminder is able to critically analyse her service through reflecting on her practice and carrying out a detailed self-evaluation. Areas for further development are identified, to continually support and promote positive outcomes for children.

Highly effective communication between parents and the childminder builds close working relationships and enhances the care and learning of children. Parents are kept very well informed about their children's welfare and learning through a range of sources, such as a daily diary, text messages and telephone calls. Good quality documentation regarding the childminder's practices and procedures is shared with parents via a portfolio and information about the Early Years Foundation Stage (EYFS) is on display. Parents' views about the service are actively sought through discussion and a suggestion box. Their comments about the childminder are very positive and their individual wishes for the care of their children, such as mealtime arrangements, are adhered to. The childminder has a well established relationship with the local school, who also offer the EYFS, and information is regularly shared to promote children's achievements and well-being.

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

Children quickly form trusting and secure relationships with the childminder because she adopts an attentive and nurturing approach, which successfully meets their individual needs. The familiar routines and the relaxed, supportive atmosphere contribute strongly to children feeling at ease. As a result, they are happy and well settled in her home. Children make good progress in their development as the childminder plans the day to encompass a wide range of fun learning experiences, which take into account children's ages and stages of development. The childminder knows the children well by undertaking regular observations of their learning and through assessing their progress. Information from observational assessment is used successfully to inform planning for the next steps in children's learning to ensure they reach their potential. Photographic evidence is kept of children's ongoing achievements in their individual files.

Children with disabilities are well supported because the childminder purchases resources to meet their specific developing needs and organises her time very effectively to ensure they receive a good amount of attention to promote their learning.

Children take a lively interest in everything they do and become active, inquisitive learners. Babies eagerly push cars along the ramp of the garage and laugh as they watch them slide down. The childminder continually praises children for their efforts and awards stickers on a chart for their achievements. This enables them to feel good about themselves and they behave well. Children form very good relationships with the childminder's own children and they invite one another to parties. The childminder consistently talks to children in a positive and enthusiastic manner to engage children's interest and to promote their language and understanding. As a result, children become confident communicators and make their feelings known. Songs and action rhymes, such as 'Row, row, row your boat', produce plenty of excitement and children enjoy joining in. Children gain pleasure from books, and are beginning to understand that print carries meaning through reading stories. However, less emphasis is given to displaying other kinds of print around the childminder's home, such as signs, symbols and other words to further enhance children's learning. In the main, mathematical awareness is well promoted. Children complete complex puzzles and enjoy learning about different shapes. They independently count and recognise some numbers, although older children do not have opportunities to explore and handle numbers to increase their understanding further.

Children gain a good understanding about diversity and take part in activities linked to various festivals. For example, the childminder reads stories about Divali and children learn about countries around the world as they help to create a welcome sign in different languages. Children develop good skills for the future as they play independently on the computer and quickly become competent in using the mouse. Awareness of the local community is promoted through fun trips to places of interest, such as the library, museums and theme parks. Electronic toys captivate children's interest and they show curiosity as they repeatedly press buttons, listen to different sounds and watch the flashing lights. Regular visits to indoor activity based centres build children's confidence and muscular strength as they play in ball pools and learn to climb and slide on equipment. A good range of experiences is available to enable children to develop their creativity and artistic talents. For example, children explore materials, such as clay and dough, and draw detailed pictures of sunflowers. They sway their bodies from side to side as they listen to music and enjoy dressing up in a range of outfits, such as a sari and an Egyptian costume.

Effective practices are in place to minimise the risk of cross infection and to promote children's good health. Children select their colour-coded towels to dry their hands and the childminder fosters their awareness of healthy eating through posters and discussion. The childminder maintains a safe environment for children and a record of visitors to her home. Extra precautionary safety measures, such as a carbon monoxide detector, protect children from potential dangers. Children gain a good understanding about how to keep themselves safe, as they take part in monthly fire drills and learn how to evacuate the childminder's home quickly.

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

How effectively is the Early Years Foundation Stage led and managed?	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:	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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