

Inspection report for early years provision

Unique reference number	EY399362
Inspection date	17/03/2010
Inspector	Wendy Brooks
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 in Timperley, Altrincham. The whole of the ground floor is used for childminding purposes; this comprises the living room, dining area, separate play room, kitchen and bathroom. The family have a cat. There is a secure garden area to the rear. The childminder is registered on the Early Years Register and on the Compulsory and Voluntary part of the Childcare Register. She is able to provide care for a maximum of four children under eight years of age at any one time. There are currently five children on roll who attend on a part-time basis. The childminder has completed the required training in childminding practice. Links have been established with other early years settings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure understanding of the individual welfare and care needs of the children she cares for. Systems for observation and assessment are in place, although these are in their early stages and do not inform future planning in order to promote the children's learning to its full potential. Partnerships with parents, carers and other settings have been established to ensure that information regarding the children's welfare is shared. All documentation is maintained accurately and the childminder offers a well organised provision for children. The children are respected as individuals and have some understanding of the wider world. The childminder has begun to complete a record of self evaluation and identify priorities for future improvement.

What steps need to be taken to improve provision further?

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

- link the next steps identified through observations and assessments to planned activities, in order to promote children's individual learning and development to full potential
- increase the frequency of fire evacuation drills to ensure all children develop a good understanding of how to keep themselves safe in an emergency.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and her responsibility to protect children. Detailed policies and procedures are in place and are shared with parents. Written risk assessments are carried out for the premises and all outings, and the childminder takes precautions to protect children from harm at all times. The childminder ensures children are not left unsupervised with anyone who has not been suitably vetted.

Effective partnerships with parents and carers have been established. This ensures that parents are well informed about their child's welfare and development. Detailed policies and procedures are shared with parents during the admissions procedure and the childminder obtains information regarding individual children's preferences, abilities and levels of development in advance of them being left in her care. This supports children to settle quickly and ensures their individual needs are met. All documentation is well maintained and stored securely. Useful information is displayed for parents and they are provided with regular updates of their child's development through daily diaries, verbal discussions and emails. The childminder has used questionnaires to seek the views of parents and all comments are considered carefully.

Steps have been taken to establish partnerships with other early years settings where minded children attend. The childminder has made herself known to other providers and has sought information regarding children's general welfare and development when they spend time in other settings. She maintains a record of any information shared and takes this into account when planning activities for children.

The childminder promotes equality and diversity. All children are treated as individuals and their needs and preferences are respected. The children are encouraged to respect others and begin to learn about the wider world through a selection of activities and resources which promote positive images of diversity.

The childminder has started to complete a record of self-evaluation and has identified areas for future development. For example, the childminder is due to attend training in various areas which will have a positive impact on the children who attend. A positive attitude towards continuous improvement is demonstrated at all times and the childminder has taken steps to improve the provision for children since registration.

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

Overall, the children make sound progress in their learning as they are motivated and interested in a broad range of activities, although the childminder does not currently plan activities focussed on individual learning needs. Observations of the children's achievements are carried out, but these do not always identify the next steps for children's learning, and this information is not used to its full potential when planning future activities. The childminder is aware of the six areas of learning within the Early Years Foundation Stage and links observations of children's development to these, ensuring they are provided with a wide range of experiences.

During regular visits to playgroups children take part in arts and crafts, physical play, creative play and develop their social skills as they mix with children of different ages. The childminder provides a wide selection of resources within her home which are organised to allow children to make independent choices and

meet children's individual interests and preferences. Children spend time building with blocks, playing imaginatively with cars, trucks and small world characters before pretending to be a doctor whilst using the toy stethoscope. Other activities are made available to children such as sharing story books, modelling with play dough, and playing outside in the garden. The childminder supports children's communication, language and literacy development during their play by encouraging children to repeat common words, asking them questions about their play and spending time looking at picture and story books. Children develop their counting skills during everyday activities such as counting the number of children crossing the road or the number of cars they are playing with. Walks in the local area, visits to parks and play areas and activities in the childminder's garden enable children to develop their large physical skills as well as learning about the environment. Children begin to understand about wildlife and help to recycle household waste which introduces them to the concept of sustainability.

The children demonstrate a willingness to keep themselves and others safe through their good behaviour. The childminder supports them to develop an understanding of keeping safe in an emergency by practising fire drill evacuations. However, these are not carried out frequently enough to ensure all minded children have an understanding of what to do.

The children adopt good personal hygiene routines such as washing hands after using the toilet and before eating and begin to understand the importance of healthy eating. They enjoy snacks of fruit, cereal, and yoghurt, and the childminder provides a mix of home-made and processed meals. Children demonstrate an awareness of their own and other's needs which support them to stay healthy. When it is getting close to sleep time children happily go to their cot and illustrate to the childminder that they are ready for a nap. Children are comfortable and easily drift off to sleep which demonstrates they feel safe and secure in the childminder's care.

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	3
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
--	---

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	3
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	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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----