

Inspection report for early years provision

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Inspection date	07/07/2010
Inspector	Barbara Christine Wearing
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two children, aged three years old and one year old in the Hazel Grove area of Stockport, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. There is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years old at any one time, of whom no more than one may be in the early years age range. She is currently caring for one child in the early years age range. She also offers care to children aged over five years old to 11 years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's home provides children with a warm, caring and stimulating environment. Children settle quickly, developing confidence and high self-esteem. The childminder observes children closely and knows them well. She uses this knowledge to ensure that she provides appropriate opportunities for children to make steady progress towards the early learning goals. Since registration, the childminder has worked hard to develop her provision in response to children's needs and to ensure that all the requirements of the Early Years Foundation Stage are met.

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 for recording children's development, using knowledge of children's skills to devise next steps in all areas of learning; planning how to support children in meeting these and monitoring the progress they are making towards them
- ensure children have opportunities to explore outdoors in all weathers
- obtain further information from parents regarding their children's abilities to establish starting points, and ongoing achievements they observe at home; ensuring that this information is used along with the childminder's observations to inform planning and track progress.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well, as the childminder has a clear knowledge of the Local Safeguarding Children Board child protection procedures and of her responsibilities within these. She ensures that children's welfare is paramount at all times and creates an environment where children develop skills to keep themselves safe. They are listened to, have opportunities to make choices, and develop a sense of their own rights and a respect for themselves and each other. Risks of accidental injuries are limited, as the childminder conducts regular risk assessments for areas of the home used for childminding and accesses risk assessments when taking children on visits. Children are shown how to use play equipment safely and are reminded of possible hazards, such as when they climb on the settee. Comprehensive policies, procedures and records are in place, further promoting children's safety and well-being.

The childminder organises her home and time well, ensuring that children's needs are met and enabling them to engage in a wide range of activities that stimulates their development in all areas of learning. Children independently make choices from the selection of good quality toys available to them. The childminder enhances these as she suggests other activities, such as dancing to music that she puts on, painting or using play dough. Children go to toddler groups twice a week, where they have opportunities to interact with other children and to engage in a wider range of activities. Good use is made of the safe and secure back garden during fine weather, although children's opportunities to explore outdoors at other times is limited.

A strong commitment to developing the provision for children is demonstrated by the range of training that the childminder has attended. She shows delight in children's achievements and a desire to learn more about child development and how children learn. The childminder has taken initial steps to evaluate the strengths of her childminding and areas for future development that will enable her to further promote outcomes for children.

Parents are given clear information about the childminder's policies and procedures, enabling them to make informed choices regarding the care of their children. They share relevant information about their children's needs, likes, comforters and routines. This ensures continuity of care and enables the childminder to create a homely environment for the children in which they settle quickly. However, little information is taken regarding children's abilities when they start with the childminder or about their ongoing achievements observed at home. The childminder talks to parents about the children's day and parents regularly have opportunities to look at their child's development file. Parents are invited to make comments and records show that they are pleased with the progress children have made during their time with the childminder. The childminder does not currently care for children who attend other early years settings. Nevertheless, she is aware of the importance of building links with staff within those settings if she does.

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

Development files for children include photographs of them engaging in activities and observations that clearly show skills they are developing while with the childminder. The childminder is able to describe the next steps for children's learning and how she intends to help children meet these. However, these are not reflected in the development files and there is no clear system to monitor children's progress towards these, to ensure they are making progress in all areas of learning. The childminder has identified this as an area for her future development and is booked on a relevant training course.

The childminder supports children in their play, taking appropriate opportunities to extend their learning, particularly in relation to their language development and social skills. Children confidently play on their own, alongside their peers and with the childminder. They build close relationships with the childminder and her children and they all clearly enjoy each other's company. Children are given lots of praise, which encourages positive behaviour, increasing their self-esteem and giving them confidence to learn new skills.

Children develop their communication and language skills, as the childminder listens carefully to them and chats with them throughout the day. She points out and names objects that may interest children, repeats new words that they say and they repeat simple sentences that she says. For example, when they are looking at a squirrel in the garden, the children say 'gone' and the childminder explains it has taken its nut next door to eat. Children repeat 'gone, next door'. Skills in problem solving, reasoning and numeracy are encouraged as children play with toys, such as stacking cups and hoops. The childminder talks about the different sizes and asks which one will fit next. They cut different shapes with the play dough and learn that they need smaller pieces to fit into the play dough machine. They become fascinated with programmable toys. Quickly learning which buttons create certain sounds.

An understanding of the natural world is encouraged, as children identify different animals they see on the way to school and on a trip to a birds of prey centre. Children have some opportunities to develop an understanding and respect for their own and other's lifestyles, as they access toys and resources that reflect our diverse society. Healthy eating habits are promoted as the childminder provides children with nutritious, home cooked meals and snacks and actively encourages children to try a variety of fruits and vegetables. Children demonstrate a good understanding of personal hygiene, as they cover their mouths when they cough. They develop large muscle skills, as they dance and jump to music and access large play equipment at toddler groups and in the garden.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children develop skills for the future	3

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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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