

Inspection report for early years provision

Unique reference number	EY406733
Inspection date	22/07/2010
Inspector	Debra Elizabeth Jean Dahlstrom
Type of setting	Childminder

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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

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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 2010. He lives with his wife and school age child, in Offerton, Stockport, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except for the main bedroom. The childminder works along side his wife who is also a registered childminder. He is registered to care for a maximum of six children under eight years, of which no more than three may be in the early years age group. The childminder is also registered on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder values the uniqueness of all children in his care. Although a newly registered childminder, he has worked several years as an assistant and has completed all the required training and is beginning to reflect upon and evaluate his childcare practice. Policies and procedures are generally in line with the requirements of the Early Years Foundation Stage framework, however, a breach of requirements was made. The childminder works closely with parents to ensure children feel safe and secure in his care. Partnerships with others are currently not required. In order to develop his practice the childminder enlists the support of the childminding group in their local area to learn from and share best practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review the risk assessments to include all aspects of the environment that need to be checked on a regular basis and ensure they are signed (Suitable premises, environment and equipment) (also applies to both parts of the Childcare register) 11/08/2010

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

- develop systems further to ensure more frequent observations are undertaken of children's learning

The effectiveness of leadership and management of the early years provision

The childminder ensures that children are adequately safeguarded. He is familiar with the child protection procedures to follow in the event of any concerns and all relevant contact numbers are in place. Safety features, such as smoke alarms and

carbon monoxide monitors are fitted and checked regularly to ensure they are in full working order. Children participate in regular evacuation procedures and can confidently describe to the inspector how to leave the house in the event of a fire. The childminder is vigilant in his supervision of young children and daily conducts checks of the house and garden. Although, the written risk assessments do not contain signatures or sufficient detail to be fully effective in identifying hazards and so compromises safety.

Since registration, the childminder has shown a commitment to improve his service, has begun to identify training needs and look at ways to develop his work with children. Policies and procedures are reviewed regularly and shared with parents at the very start of any arrangements to ensure parents are well informed. Effective partnerships with parents are well established and constructive feedback is sought. Parents are pleased with the progress their children are making and happy with the individual care as starting points for their learning are identified quickly. Observations and assessments of children's progress are made, through written notes and photographs of the children's achievements. These systems in place are becoming more frequent in order to more effectively plan for children's next steps. Written reports are shared with parents of their children's progress every three months and can be used with other partners such as pre-school when needed.

Children are happy and settled in the childminder's care as he is keen to ensure all children feel included and valued. He knows the children well and plans a range of activities and experiences built around their individual interests. Resources are of good quality and used to help extend children's learning and challenge their thinking and so they make good progress overall.

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

The childminder is secure in his knowledge of the individual needs of children in his care. He ensures from the very beginning children feel settled, safe and secure. Positive relationships are fostered as children happily approach him and include him in their play. Planning around children's interests, leads to children becoming motivated and eager learners. For example, a recent visit to a science museum, led children to discover more about space and planets. A model of the solar system was acquired and now in the comfort of the childminder's home, pre-school children correctly identify many of the planets surrounding the sun. They make good attempts to draw the planets and describe their colourings and compare their sizes.

The childminder places great significance upon children developing good physical skills in order to support their confidence and build self esteem. Therefore, children have lots of opportunities to play outdoors in the garden, or to take part in adventurous play. They develop co-ordination and balance through ball games or climbing upon fixed equipment. The childminder is a good role model for children, ensuring everyone is included and there is no gender bias, whilst recognising however, children's different learning styles. Praise is meaningful and children are

proud of their achievements.

Children enjoy visiting different places with the childminder, they learn about the work of others such as the fire officer as they visit the local fire station. They know about ways to stay safe in the event of a fire, for example, if the smoke alarms were to go off. Children visit the zoo and learn about different animals and who cares for them in order to keep them fit and well. Children are confident speakers and readily describe their adventures as they look through the photographs in their learning journals and recall previous events.

Children are cared for in a clean and suitably maintained environment, where a strong emphasis is placed upon children's health and well-being. Healthy messages and safe practices are skilfully woven into the daily routines to ensure children are helped to stay safe and well. Cross infection is reduced by the regular use of antibacterial hand gel or the safe disposal of paper towels after children have washed and dried their hands. Meal and snack times are social and happy occasions where children enjoy a broad range of nutritious homemade meals.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 11/08/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 11/08/2010