

Inspection report for early years provision

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Inspection date	17/04/2012
Inspector	Lesley Bott
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 2011. She lives with her husband and two children aged eight and three years in Stockport. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog and cat.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently five children attending. Of these, two are within the early years age range and all attend on a part-time basis. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. The childminder promotes an inclusive, healthy and safe environment where she responds to the individual needs and interests of the children. This ensures that, in the main, the uniqueness of each child is recognised. Children benefit from an effective partnership with parents. A portfolio of information contains most required documents to ensure the smooth running of the childminding arrangements. The childminder is beginning to reflect on her own practice and is proactive in extending her knowledge and skills.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in a child's developmental progress to ensure each child receives appropriate support
- ensure adequate insurance cover is in place when transporting children in a car.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder has strong procedures in place for identifying any child at risk of harm and liaising with the appropriate child agencies. She understands Local Safeguarding Children Board procedures and includes this in her policies. Parents are well informed of the childminder's procedures and they sign to show that they have read and understood all the policies at the beginning of their child's placement. Children are

cared for in a secure environment. Overall, hazards are suitably assessed, for example, risk assessments are reviewed on a regular basis and account is taken of children's age and stage of development. However, at the time of the inspection the childminder was not able to produce car insurance which included business use. Consequently the necessary steps were not in place to ensure the safety of children whilst being transported in the childminder's car. The childminder has a robust collection procedure in place. High visibility jackets are used when taking children on outings, and safe routes are used when collecting from school. Children's records required for the safe and efficient management of the childminding provision are in place and well managed.

The childminder reflects on her practice and has a commitment to continuous professional development. She uses the Ofsted self-evaluation form to appraise her service and accurately recognises the strengths and weaknesses of her setting. She is developing a good understanding of the Early Years Foundation Stage and has undertaken a well-planned programme of ongoing learning opportunities to ensure that her skills are consistently updated.

The childminder has developed a strong and effective relationship with the parents and there is a good two-way flow of information, knowledge and expertise. She ensures that the needs of all children are met and parents are well-informed through daily information sheets. The childminder regularly asks parents and carers for their views through questionnaires, and ensures that these are used to improve her service. Currently there are no children attending with special educational needs and/or disabilities, or English as an additional language. The childminder knows and understands the need to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of children's learning and care.

Children's learning is well supported as the childminder has the time to give them ample individual attention. The childminder provides a welcoming environment by displaying colourful posters and examples of the written word. Resources are good, fit for purpose and support children's learning and development. The play equipment is well organised to allow the children to make choices about what they want to play with. This brings about an environment that is conducive to learning. The childminder regularly attends local facilities. For example, toddler groups where the children enjoy a music and rhyme time and local parks and walks. This ensures the children are growing in confidence in social situations.

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

Children are making good progress in their learning and development. Assessment is detailed in their learning journeys which contains examples of their work, photographs and observations. These are linked to the areas of learning, and tracks children's development and milestones. However, although the childminder identifies the children's next steps, these are not always transferred into the planning to ensure that their individual needs are consistently being met or that every child is suitably challenged by the learning experiences provided. The

childminder's calm approach and warm and playful interactions motivate young children well and help them to make progress. Children's emerging language skills are advanced and extended as they talk and chat together. Their concentration skills are developed through an interest in books and stories.

Children are developing strong and positive relationships with the childminder and each other. They play alongside their peers, understanding the need to cooperate. Both young and older children know the house rules which are displayed on the wall and are encouraged to put the toys away when they are finished. Children celebrate each other's birthdays and they acknowledge the festivals of others. They enjoy using the chopsticks as they eat noodles to celebrate Chinese New year. This develops their understanding of other cultures. Children are encouraged to share and take turns with toys and equipment. They are active learners as they play with the shape sorter with the childminder, identifying the different shapes and colours.

The childminder is effective in supporting children's good health and well-being. Children enjoy healthy and nutritious snacks each day as the childminder gives the children variety and choice. Their dietary needs and preferences are well known by the childminder who ensures that these are catered for. There are secure infection control measures and the childminder models good hygiene practices. Children benefit from free-flow access to the fresh air and exercise in the garden. Older children enjoy trips and outings further a field during school holidays. They learn to keep themselves safe as the childminder has a range of road safety information and reminds them of the 'stranger danger' rules for outings. As a result children know and understand about staying safe when out and about.

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:	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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