

Inspection report for early years provision

Unique reference number	EY433303
Inspection date	18/04/2012
Inspector	Dianne Andrews
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 adult children in Marple, an area of Stockport. The whole of the ground floor is used for childminding. This includes a lounge/dining area and kitchen. There is an enclosed garden for outdoor play. The family has two cats.

A maximum of six children under eight years may attend the setting. Of these, three children may be within the early years age group. There are presently three children on roll in this age range. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and from the local primary school. She receives support from Stockport Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, child-friendly environment and a range of age-appropriate resources and activities to help children make good progress. Close partnership working with parents enables her to ensure that children's individual needs and routines are met well. Some of the childminder's systems are in their infancy, but are being implemented to support the service and promote children's welfare and progress. She shows a good capacity to continuously improve and uses systems for self-evaluation to help bring about future improvements. She has a realistic view of current practice and how to develop some systems further to further promote children's progress and welfare.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well being; with particular regard to the family pets.

The effectiveness of leadership and management of the early years provision

The childminder effectively manages procedures to safeguard children. She has a good knowledge of local child protection procedures and the action to take to protect any child in her care. The childminder confirms the identification of visitors, maintaining a record of their visit, and all adults in the household are known to Ofsted and have completed checks in order to ensure children's welfare.

The childminder's practice is supported through detailed policies and procedures, which are made available to parents so that they have a clear understanding about how the service operates. Risk assessments have been completed for most aspects of the property and for outings to demonstrate how children are kept safe. Although there is a 'pet policy' in place, some risks associated with the pets have not been fully considered to promote children's well-being.

Children are helped to settle in the provision due to the effective, supportive partnerships the childminder forges with parents. She gets to know and understand their children's individual needs, likes and dislikes and helps them to feel secure about the care arrangements. To complement the daily discussions that take place, links with home are enhanced through diary sheets and monthly reports regarding children's progress. These processes offer effective opportunities for parents to be involved in their children's care and learning. Questionnaires completed by parents detail their absolute satisfaction with the care the childminder offers. They cite, in particular, their delight in the progress their children have made in their personal social and emotional development. Systems are in place to work in partnership with other settings children attend, supporting their learning and promoting consistency.

The childminder cultivates an environment of equality and respect, where all children are valued. Wall displays and photographs in the play area help to create a welcoming environment for children and their families. The premises are well maintained. The good range of resources available support children's learning well.

The childminder is professional in her approach to childminding. She is committed to the continual development of her practice in order to improve outcomes for children. For example, to develop her skills and knowledge she has enrolled on professional training. Using self-evaluation effectively, she reflects on her service and makes improvements as a result, for instance, she has reviewed her policies to promote partnerships with parents.

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

Children's learning and development are supported well as the childminder uses effective teaching methods to help them make good progress. She involves herself in their play and has a good understanding of how they make progress through everyday routines. Her questioning techniques provide challenge, and encourage children to think and to solve problems for themselves. The systems to support the education programme and children's progression are developing well, although the identified next steps within observations are not used consistently when planning activities.

Children form secure attachments with the childminder, which promote their self-esteem and emotional development well. They are content and settled and they thrive because of the care and attention they receive. They happily approach their carer for reassurance and help, and have their needs met. Their language skills are

developing well as they talk about the story they read together, recalling events and predicting what the characters will do. They learn about the world around them and where their food comes from as they prepare plant pots to plant seeds. They use mathematical language in their activity, counting as they transfer spade-measures of compost into the containers, choosing their seeds and comparing the sizes of the different varieties. They develop and make connections in their learning as they choose the playdough once indoors and make large and small 'beans'.

Children's good health is promoted well as they develop an understanding of effective personal hygiene routines. They enjoy an active lifestyle, making regular use of the garden, dressed in waterproof clothing to enable them to benefit from outdoor activities, whatever the weather. They dance and create using their imaginations and are proud of their pictures on display. Children behave well; they respond to the expectations of the childminder and are reassured through consistent daily routines. They begin to value and respect others as they access a range of resources and take part in activities, which introduce diversity and help them understand about the wider world. They relish opportunities to socialise with other children as they attend community groups.

Children develop independence and make choices about what they play with from the accessible range. They help keep their environment safe as they tidy away their toys after use. Safety messages are reinforced during story time and through the practising of emergency evacuation procedures.

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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