

Inspection report for early years provision

Unique reference number	EY409981
Inspection date	18/04/2012
Inspector	Kath Harding

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 2010. She lives with her child in Stockport, Cheshire. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has no pets.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom, no more than three may be in the early years age range. There is currently one child attending who is within the early years age range. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides effectively for children in the Early Years Foundation Stage. She demonstrates an appropriate understanding of children's individual needs but some documentation is not in place. She actively promotes an inclusive environment and children develop an awareness of diversity. There is a friendly working relationship with parents and the childminder understands the benefits of partnership working in the wider context. The childminder has started to evaluate her practice to plan for future improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact particularly with regard to the exposed sockets
- record the name of any visitor, the purpose of their visit and details of arrival and departure times
- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate level of understanding and knowledge of signs to be concerned about in relation to child protection issues. She has attended recent safeguarding training and knows of her responsibility to ensure all people living in the house are suitably checked. However, the childminder does not currently record any visitors to the premises, but she ensures she never leaves

anyone not checked, unsupervised with the children. She visually checks the rooms before the children arrive and conducts an annual, written risk assessment of the areas of the home and garden used by the children and the different outings they take part in. However, the risk assessments do not cover everything with which children come into contact with, such as, the exposed sockets.

The childminder creates a homely environment where, some resources and toys are accessible for children, helping to promote their independence. She has a sound knowledge of the Early Years Foundation Stage and implements this to promote outcomes for children. The childminder has completed some observations of the children. However, these do not yet link into planning for children's next steps in their learning and development, to ensure their continued progression.

The children enjoy continuity of care because the childminder works closely with parents. She encourages a two-way flow of information between her and the parents and ensures they know all about their child's day. The parents are requested to sign to state that they agree with the policies and procedures that underpin the service offered. The childminder understands the benefits of liaising with other providers to promote learning and consistency for the children.

The childminder has started to reflect on her practice but her self-evaluation is in its infancy. She has got some good ideas of how she wants to improve. She obtains advice from development workers and other childminders in order to help improve her practice.

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

Children are settled, happy and confident in the childminder's suitably organised home. They adopt sound personal hygiene routines as they wash their hands prior to eating and after touching the animals. They eat healthily as they are offered meals, such as, home made soups, stews and cottage pies. They engage in physical exercise as they ride on the tricycle, push the doll's buggy and dance to the music on television programmes. Children are taught how to keep themselves safe as they talk about road safety when out walking. The childminder has come up with a rhyme 'red man no, green man go', so the children learn about crossing roads safely. They also practise fire drills so they know how to get out of the premises in an emergency.

The childminder interacts well with the children during their play and constantly chatters to them. They develop an awareness of responsibility as they help to tidy up by putting the chair away after use. They have fun as they choose a nursery rhyme card and sing the rhymes with actions. They talk about their families as they mark make on the paper and draw a picture for their mummy. They talk about feelings and the elephant being sad and unhappy because he is tired. They talk about different colours as they use the coloured pencils. They learn to problem solve as they sing number rhymes. Children learn how things work as they turn the television off and try and fasten the catch on the tree house. They make up stories about the sleepy elephant escaping from the house. They plant flowers from

seeds, watch these grow and tend them, so learning how to care for living things.

Children behave well and are encouraged to use good manners, which at times they spontaneously use. The childminder uses lots of praise and encouragement with the children, so raising their self-esteem. They learn about their local community as they visit the library, the Children's Centre and parks. They learn to value and respect others as they use some resources which help them to begin to understand about the wider world. They talk about different festivals, such as, Chinese New Year and put gold coins in envelopes to become more aware of the wider world.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
The extent to which children adopt healthy lifestyles	3
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

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