

Inspection report for early years provision

Unique reference number	209803
Inspection date	16/10/2008
Inspector	Jacqueline Mason
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 1993. She lives with her husband and two grown up sons in Stoke-on-Trent. The property is within walking distance of shops, schools and play areas. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The premises are accessible to wheelchair users.

The childminder is registered to care for three children in the early years age group. She is also registered on the Childcare Register to provide care for three children in the later years age group. She is currently caring for three children in the early years age group and one child in the later years age group.

The setting operates from Monday to Friday and the childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Each child is supported well by the childminder to ensure that their individual play, learning and development needs are met. The childminder works closely with parents and is beginning to develop links with other settings providing for children in the Early Years Foundation Stage (EYFS) to ensure continued support for all children. Children are secure and confident with the childminder. The setting is well organised with a vast range of resources that promotes all areas of learning for all age groups. The childminder is developing a sound understanding of the EYFS and is beginning to plan for children's next steps using simple yet evaluative observation and assessment.

What steps need to be taken to improve provision further?

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

- improve the arrangements to promote good health and help children to learn about the importance of personal hygiene
- continue to develop planning to ensure that children's learning and development needs are promoted
- improve the quality of the risk assessment to identify aspects of the environment that need to be checked on a regular basis, along with any action taken following a review or incident
- develop an up-to-date understanding of safeguarding children issues in line with the Local Safeguarding Children Board guidance.

The leadership and management of the early years provision

The childminder promotes inclusive practice to ensure that all children's individual welfare needs are met. She gathers useful information from parents when children

first attend the setting to ensure that routines can be met with regard to sleeping and feeding. She talks to parents about their children's achievements. The childminder has a satisfactory awareness of the learning and development requirements of the EYFS. Although activity planning is at an early stage of development, she is beginning to plan a varied and interesting range of activities. Children are observed to identify their developmental progress and the observations are beginning to be assessed and used to plan the next steps in their learning.

Safety within the childminder's home is a high priority. Written risk assessments are not sufficiently robust to identify and review aspects of the premises that need regular checks, although the childminder does take positive steps to ensure that children can play safely both indoors and outside. She has installed home safety equipment, such as a fire guard and safety gate and conducts visual checks each day before starting her childminding day. Children are helped to learn about keeping themselves safe through activities such as talking about road safety when on outings. The childminder has some knowledge of the signs and symptoms of abuse to enable her to respond to concerns although she is not fully aware of the Local Safeguarding Board guidelines in order for her to manage concerns effectively to protect children.

The childminder has a range of written policies and procedures that are shared with parents to help them make informed choices about their children's care and learning. She has a strong understanding of the welfare and learning and development requirements under the EYFS. This ensures that children's individual needs are met. She is adequately qualified to provide EYFS and is willing to undertake training to further develop her skills and knowledge. There are satisfactory procedures to ensure that all persons having access to children are suitable to do so.

The setting has good capacity to make improvements and strive for high quality care, learning and development for all children. The childminder uses comments from previous inspections to make improvements to her childminding practice and is beginning to effectively strive for improvement. This means that children's experiences are being broadened as the childminder recognises the need to critically analyse her childcare practices in order to contribute to the quality of care provided.

The quality and standards of the early years provision

The organisation and planning of activities is developing and therefore helps children to learn through play. The childminder effectively promotes children's welfare, learning and development. Toys and resources are stored well to encourage children to develop independence as they choose what they wish to play with. Children understand and mostly adopt healthy habits with regard to personal hygiene, although the childminder does not always remind the children to wash their hands before eating snacks. The childminder further promotes children's good health through active physical play. Children walk to and from school each day and have opportunities to be active both indoors and outside.

With the support of the childminder children are learning about the world around them and the diversity of it. They are developing positive attitudes to others and are learning about their own and other cultures and disability. Children are learning to respect the needs of others and the consistent behavioural boundaries help them to develop a growing understanding of right and wrong. Children's self-confidence is developing because the childminder recognises the importance of promoting and praising good behaviour and she values children's individual efforts.

The childminder has a sound understanding of child development and is beginning to use this knowledge to plan for each individual child. Children enjoy their time with the childminder and their play and learning experiences are challenging and interesting across the areas of learning to promote children's individual development. Consistent routines are in place and these help children to develop a sense of belonging. They are developing confidence as they know what happens next throughout the day. Creativity is developing well and children are able to take part in a range of art and craft activities in which they can explore their ideas and senses. Children enjoy role play activities and confidently imitate their own experiences, for example, when playing with the play cooker and food. Younger children readily count in such situations, enjoying turning the dial on the cooker as they count to four.

The childminder supports the play and learning of children well through being actively engaged in their play and providing activities that they enjoy. Children are developing a good vocabulary because the childminder takes the time to chat to them. She looks at picture books with younger children and encourages them to name items in the illustrations. She also names items for children and encourages them to repeat unfamiliar words. She asks questions to challenge the thinking of older children and provides activities to help them build on their interests and abilities and develop independence. Children have a positive sense of themselves and others. Their social skills are developing well and children are taken on outings to the local toddler groups where they can socialise and develop friendships.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

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

- demonstrate how a qualification at a minimum of level 2 in an area of work relevant to childcare or training in the core skills as set out in the document 'common core skills and knowledge for the children's workforce' will be attained.

30/10/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.