

Inspection report for early years provision

Unique reference number	260357
Inspection date	08/05/2009
Inspector	Lynne Milligan
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 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 was registered in 2001. She lives with her husband, adult son who is 21 years of age and ten-year-old daughter in Stoke-on-Trent, Staffordshire. The whole of the ground floor and upstairs bathroom is used for childminding. All areas of the childminder's home is accessible with stairs leading to the first floor. There is a fully enclosed garden available for outside play and this can be accessed via the lean-to at the side of the building or through patio doors at the rear of the dining room.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and very settled as the childminder provides a friendly and caring environment where children clearly enjoy learning through play. She knows the children well and works closely with parents and carers to ensure the needs of all children are met. In addition, she regularly communicates with other settings the children attend to ensure continuity of care. The childminder is well aware of her strengths and has identified areas she hopes to develop. Through her proactive approach, she demonstrates good capacity to maintain continuous improvement in the future.

What steps need to be taken to improve provision further?

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

- provide a range of meaningful activities that extend all children's knowledge of culture, religion, gender and disability with specific regard to challenging stereotypes
- develop the observations further to include children's next steps and ensure these are used to inform future planning for individual children.

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

- gain consent for emergency medical treatment including contact numbers from parents for all children who attend (Information and complaints).

12/06/2009

The leadership and management of the early years provision

Children are cared for in a safe environment where safety equipment including smoke and carbon monoxide detectors and a fire blanket are installed. The childminder completes good risk assessments of her home and outings and further updates her practice by reviewing them regularly. Children learn about the importance of being safe whilst they play in the home. They practise the fire drills using various exits and talk about the simple safety rules, such as not playing near the water fountain, or jumping on the furniture. Children are effectively safeguarded as the childminder has a clear understanding of the importance of protecting all children in her care, as well as the appropriate steps she would take regarding any concerns. Her safeguarding policy is readily available to parents' and carers'. Documentation, including accident and medication records, and the attendance register are clearly recorded. However, records to ensure she has permission from parents to seek emergency medical treatment for all children are not in place. In addition, contact details from some parents are also not in place and could delay treatment in an emergency.

The childminder has a clear understanding of her strengths and is aiming to develop her self-evaluation system further. She has identified other areas she would like to develop, for example, extending specific activities around healthy eating. She has a strong commitment towards training and has recently completed her safeguarding Level 1 and additional training in learning and development across the early learning goals. This approach to developing her knowledge and skills has a positive impact on the children's welfare, learning and development.

The childminder communicates most effectively with parents and carers. She collects important information from new parents, and uses gradual settling in procedures to ensure children are happy. Parents are kept well informed through regular reviews of her policies and procedures. She shares records of the children's development, as well as verbally updating them on their child's day. Letters and cards from parents and children clearly show how much they love and trust her, whilst fully appreciating the steps she takes to provide the best care she can. They comment on how flexible she is, often making sure children have an evening meal if parents are unable to get there on time. Continuity is further promoted as the childminder regularly discusses relevant information with other settings they attend.

The quality and standards of the early years provision

Children are secure and happy and clearly enjoy their time with the childminder. The home is very clean and well maintained. Children learn about the importance of developing good hygiene routines as they readily wipe or wash their hands. They enjoy a healthy balanced diet and eat lots of fresh fruit such as grapes and strawberries, in addition to fresh vegetables. Children are well behaved and play harmoniously together and the childminder is firm yet fair regarding her expectations. Children learn about appropriate behaviour as they are encouraged to share and consider each other's needs. Any minor disputes are quickly settled

by discussion and negotiation, and this provides children with good opportunities to develop important skills for the future.

The childminder interacts well with the children; she is warm and sensitive and encourages their conversations and ideas, whilst effectively promoting their play. The childminder sits on the floor with the children as they play with the many electronic and push button toys. She offers ideas, to engage their thinking and questions to encourage problem solving, whilst showing younger children how things work, making lots of eye contact. Children press the brightly coloured buttons, closely watching as they light up and sing. Older children count the number of shapes or identify the colours on the keyboard, with the childminder highlighting the differences between the light and dark blue keys. Children have good opportunities to play outdoors in fresh air and use their muscles as they explore areas in the park or play in the garden with the skipping ropes or sit on cars. Babies are included as they enjoy the sunshine, reaching and grasping for toys on the rug. They enjoy a range of walks and outings where they experience the natural world, or to talk to people they meet on the way about why they use a guide dog. Children's creativity is promoted well as they have good opportunities to draw and paint, or make marks as they use their thoughts to draw images of their Mummies and Daddies. The learning environment is well organised, which enables children to make choices and develop their ideas as they play. The resources are rotated regularly to maintain interest and to meet the needs of those children that attend part-time. The outdoor environment is safe and well organised with a suitable range of resources that are available for children to self-select. The childminder is aware of the children's interests and stages of development. She undertakes regular observations of the children at play but has not used this knowledge to develop their next steps in order to inform future planning. Children are beginning to learn about diversity as they mostly celebrate traditional English festivals and play with some resources depicting different cultures and people with disabilities. However, this is limited and the childminder is unsure of how to adapt meaningful activities so that children of all ages begin to develop their understanding of the world a round them.

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?	3
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?	2

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?	2
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?	2

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