

## Inspection report for early years provision

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<b>Unique reference number</b>	EY306548
<b>Inspection date</b>	20/11/2008
<b>Inspector</b>	Valerie Thomas
<b>Type of setting</b>	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 was registered in 2005 and lives in Stoke-on-Trent. She is registered to care for six children under eight years and works with an assistant. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children within the Early Years Foundation Stage (EYFS). There are arrangements in place with local schools that the children attend. All areas of the home except for the bedrooms are used for childminding and access is via a level driveway. Children have access to an outdoor play area. The family has two dogs. The childminder is part of the Leek and Moorlands Childminding Network.

## **Overall effectiveness of the early years provision**

The childminder ensures that the individual needs of all children in the EYFS are effectively met. She works closely with parents to ensure their child's welfare is promoted and implements successful methods when working with other settings that children attend. The home is well-organised and offers a welcoming environment for all children. The wide range of activities provided and the positive relationships built with all children ensures they are making good progress in their learning and development. The childminder has clear processes to evaluate the quality of the provision and areas identified previously for improvement are all met.

## **What steps need to be taken to improve provision further?**

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

- ensure the risk assessment covers anything with which a child may come into contact
- involve parents further as part of the ongoing observation and assessment process; this relates to planning the next steps for children's learning.

## **The leadership and management of the early years provision**

Documentation is well-organised and meets requirements with a very detailed policy file covering all elements under the EYFS. This ensures children's health and safety is promoted well. The partnership with parents is strong. Each parent has a copy of all the policies and all procedures are fully discussed at initial visits. Information on each child's stage of development is gathered from parents when the child first attends which helps the childminder to plan effectively for their learning and development needs. The childminder is proactive in developing relationships with the local school that the children attend and makes good use of the information gathered. For example, there is a red display set up in the home as children are learning this colour at school.

Safeguarding procedures are clearly understood by the childminder and the assistant. There is a clear policy in place and the childminder fully understands her role in reporting any concerns. Risk assessments are completed and cover all aspects in the home and in the outdoor play area. Safety precautions such as ensuring all areas are secure and practising regular fire drills ensure that all children are safeguarded. The good range of toys and equipment available is safe and suitable for use and the home is organised effectively to promote children's welfare. There is a general risk assessment for outings although this does not cover all aspects that a child may come into contact with.

The effective methods used to assess what the setting offers are good. The childminder is part of a local childminding network and uses the support visits and meetings to improve her practices. Improvements to record keeping ensure children's health is fully promoted and that there is a clear procedure for handling any complaints. The childminder continues to update her professional skills through attending training, for example, 'Inclusion' and 'Planning Learning Journeys'. This helps to ensure outcomes for all children are good.

## **The quality and standards of the early years provision**

Children's welfare is promoted well. There are clear routines for hygiene which children fully understand and they remind each other when it is time to eat their snack. Meals and snacks are healthy and nutritious and good encouragement by the childminder ensures that all children try to eat some of their meal. Adults are proactive in helping all children to develop an understanding of keeping themselves safe. During play children are asked what might happen if they walk around with a play knife in their mouth and the childminder reminds them that they may fall if they stand up on their chair. Supervision of children is good and because of this children are able to play safely in the home.

All children are happy and have very positive relationships with the childminder and assistant. They are confident to make decisions about their play as they go to the conservatory to choose the train track to play with. All children are making good progress in their independence, for example, they use the steps in the bathroom when washing their hands. Behaviour is managed very well and children respond positively to the boundaries set. They quickly say 'sorry' to each other and wait for their friend to come back before they start to play again. The consistent use of praise helps all children to develop a high level of self-esteem.

There is clear planning of activities and these are based on each child's learning interests. Observation records are completed frequently and the childminder links these to the EYFS to identify the progress each child is making. The next steps for children's learning are identified although parents are not fully involved in the process. Planning and photographs show that all children are involved in a wide range of activities. They explore various media such as gloop, dough and water and develop their problem solving skills when they find out how to put the giraffe in the farm building. They visit the local library for story time and use the play equipment in the park with confidence. There is a good range of resources to raise children's awareness of diversity and the childminder celebrates various festivals to

extend their knowledge.

Children concentrate very well as they play imaginatively with the train track and they are very confident and fluent speakers, engaging in many conversations with adults. Good questioning by the childminder and assistant encourages children to express their thoughts. Children are able to distinguish the sounds of letters saying 'brown' for the colour of the animal when they hear 'br' said by the childminder. As a result, their language skills are developing very well. They have lots of fun as they express themselves freely with the paint and enjoy shaking the glitter all over their pictures, saying they are 'loving the glittering' and 'wow' when they have completed them. The constant interaction from adults during children's play ensures children have a positive attitude to learning and ensures they are developing good skills for the future.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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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## **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.