

Inspection report for early years provision

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| Unique reference number | EY289290 |
| Inspection date | 30/03/2009 |
| Inspector | Valerie Thomas |
| 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 was registered in 2004 and lives in Kidsgrove, Stoke-on-Trent. The whole of the ground floor of the property is used for childminding and access is via one step into the home. There is a fully enclosed garden available for outside play. The family has several cats.

The childminder is registered to care for six children under eight years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for six children, four of whom are in the Early Years Foundation Stage (EYFS). There are arrangements in place with the local school that children attend. The childminder is part of an accredited childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder develops warm relationships with children and offers a wide range of activities that promotes their learning and development well. Partnerships with parents and other providers are actively encouraged to ensure inclusion for all children is promoted and their individual needs are met. The self-evaluation process is well developed and the childminder has a positive commitment to future improvement. Generally, policies and procedures work in practice and most of the documentation is in place to promote each child's welfare.

What steps need to be taken to improve provision further?

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

- follow the guidance set out in the publication 'What to do if you're worried a child is being abused'; this relates to recording existing injuries
- make sure that the risk assessment covers anything with which a child may come into contact; this relates to outings and trips
- match observations to the expectations of the early learning goals and use the information to identify learning priorities for each child.

The leadership and management of the early years provision

The childminder evaluates her practices well through regular meetings with the childminding network group and meaningfully involves parents and children through the use of questionnaires. The Ofsted self-evaluation form is used effectively to look at strengths and clear priorities for development are identified. Training requirements are met and the childminder attends some additional training such as 'Equality and Diversity' and 'EYFS Welfare Requirements'. This shows a strong capacity for future improvement in developing outcomes for all children.

The childminder exchanges detailed information with parents to ensure she is able to meet each child's individual needs effectively. Each parent has a pack with all relevant policies given to them and there is a clear settling-in procedure for all children where parents are invited to stay and support their child until they are settled. Younger children have a daily journal and older ones have a scrap book to record their achievements which are fully shared with parents to keep them involved in their child's learning. The childminder has formed very good links with schools that children in the EYFS attend. Information is fully shared on what activities the children are involved in. For instance, a recent topic at school was to look at how chicks are born and this was extended on through encouraging children to take photographs so that they could talk about it in the childminder's home. The childminder also supports children on their school trip to ensure they are fully included.

On the whole, safeguarding procedures are clearly understood, with guidance available and a detailed policy to ensure the correct procedures are followed for reporting any concerns. However, the childminder does not always record injuries that a child may arrive with which does not fully protect children. Risk assessments are undertaken for the premises and outdoor area, with daily safety checks taking place which ensures children's safety is promoted. For example, safety gates prevent children accessing the stairs and the kitchen and the outdoor area is safe and secure. However, the risk assessments for the various outings undertaken do not cover everything that a child may come into contact with. All other policies and procedures are effective in ensuring the health and safety of all children. The home is well organised, offering a welcoming environment for all children with a good range of resources which are easily accessible to promote each child's learning and development.

The quality and standards of the early years provision

Children's health and safety is promoted successfully by the childminder. She ensures that meals and snacks are healthy and nutritional and has posters displayed of healthy foods which stimulate discussion and understanding amongst the children. Good hygiene routines are implemented, with each child having their own towel and toothbrush and very effective procedures for nappy changes are used to prevent the spread of infection. All children have regular opportunities to play outside in the fresh air and there is a varied range of toys for children to develop their physical skills such as bikes, a slide and a large football net for them to practise kicking skills. Children actively learn how to stay safe through the well-organised routines and during play. Regular fire drills are held for every child and fluorescent jackets are worn by all children when it is dark, with effective guidelines given for getting in and out of the car safely. This helps all children to stay safe.

Behaviour is managed well through the clear boundaries put in place. The childminder has a list of house rules such as being kind to each other and using their manners and has books to develop their understanding of when to say sorry and thank you. Praise is used well as young children try to crawl to reach the toys

which ensures they develop a high level of self-esteem. Children are happy in the positive and caring environment, enjoying the close physical contact with the childminder as they are lifted up and down to develop their physical skills. Consequently, they are learning how to develop positive relationships which will develop their learning skills for the future. There is a good range of resources which are organised effectively into areas of learning and they are easily accessible to all older children with a varied selection set out for babies to enable them to make choices. There is a suitable range of resources that promote positive images of diversity and different festivals are celebrated.

Planning is detailed and covers all areas of learning, ensuring a wide variety of activities for all children. For example, children's creativity is promoted through painting, drawing and play dough and photographs show that they have lots of fun playing the musical instruments. Their early understanding of number is developed through singing nursery rhymes and counting fingers and toes and as children get older they learn to recognise and write numbers during play. Young children show much interest and concentration as they look at the books, turning the pages and feeling the textures and develop their understanding of technology as they try to press the mat to make the sounds. Language is very much encouraged through the positive interaction from the childminder. Babies enjoy the peek-a-boo games, smiling and vocalising as they explore the various toys and practise their newfound crawling skills. Samples of the older children's pictures show that they often practise their writing skills, forming letters and writing captions to their pictures. The childminder keeps a detailed record of progress with many photographs and pictures in each of the older children's scrap books which go back many years. For younger children a daily journal is kept which includes their achievements and daily activities. However, the observations made are not thoroughly assessed against the expectations of the early goals and the next steps for their learning are not always identified.

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

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| 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

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| 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

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| 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

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| 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.