

Inspection report for early years provision

Unique reference number	224480
Inspection date	15/01/2009
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 has been caring for children since 1979 and lives in Longton, 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 have a dog and two 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 five children, two of whom are in the Early Years Foundation Stage (EYFS). The childminder supports children who have English as an additional language. She is a member of the Stoke-on-Trent Childminding Network and has achieved a quality assurance award with the National Childminding Association.

Overall effectiveness of the early years provision

Children's welfare and learning and development are promoted effectively with very successful methods used to support their health and understanding of respecting others. There is a wide range of experiences offered which ensures all children are making good progress. Self-evaluation is developed well through varied methods and the childminder works very hard to continue to develop her practices. There are detailed policies and procedures in place and the documentation meets most requirements of the EYFS. Effective partnerships with parents and others are built to ensure children's individual needs are met.

What steps need to be taken to improve provision further?

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

- use the information gathered from observations and the identified next steps for each child to plan their individual learning journey and encourage increased opportunities to develop their early number skills.

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

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare).

26/02/2009

The leadership and management of the early years provision

The childminder evaluates her practices well through regular visits from the childminding network coordinator to assess practices and attending regular network meetings. The quality assurance award gained helped the childminder to review her practices and she has shown a strong commitment to developing how

she promotes children's health through achieving a healthy eating award. Since the last inspection 60 training courses have been attended and the recommendation set is fully met. This demonstrates a very dedicated approach to improving what is offered to children. For instance, following training on how to use natural materials there are now extensive opportunities for children to explore resources such as pebbles and sawdust.

The childminder works closely with parents to ensure their wishes are respected, with all individual needs of children recorded. Questionnaires are used to identify if the provision meets their child's needs and comments show that they are very happy with the service. All policies are fully shared at initial visits and a daily diary is used to keep parents informed of their child's progress. In the past the childminder has worked well with other professionals to ensure children with learning difficulties and/or disabilities make as much progress as they can. None of the current minded children attend any other settings delivering the EYFS.

Safeguarding procedures are clearly understood, with detailed guidance available to ensure the correct procedures are followed for reporting any concerns. Risk assessments are undertaken for the premises and outdoor area which ensures children's safety is promoted. For example, all doors are secure and the water feature is inaccessible. However, there are no full risk assessments for the various outings undertaken. All other policies and procedures are effective in ensuring the health and safety of all children. The home is very well-organised and promotes children's learning well with learning posters displayed and innovative ideas used to extend children's learning such as the creation of a jungle area outside.

The quality and standards of the early years provision

Top priority is given to promoting children's health. The childminder ensures that children have at least five portions of fruit and vegetables each day and all meals are extremely healthy and nutritional. Optimum opportunities are provided to help children understand which foods are good for them through discussion and growing vegetables in the garden. As children sit and eat their raspberries and bananas together their understanding of hygiene is extended when the childminder explains that the fruit should not be eaten if it has fallen on the floor. Children wipe their hands clean before they eat their snack and wash their hands when they have their nappy changed. The childminder works closely with parents to meet their child's individual dietary needs and is proactive in supporting mothers who are breastfeeding. Excellent opportunities are provided for children to play outside in the fresh air and much thought has gone into how the outdoor area is organised to promote all areas of learning. There is a wide range of toys for children to develop their physical skills such as bikes, rockers and a trampoline and children have lots of fun as they roll the balls down the guttering to see how fast they go. The childminder ensures all children know how to keep themselves safe. They are reminded that they should not wave the spoon around as it may hurt someone and not to put the pebble in their mouth as they may choke.

Promoting children's awareness and understanding of others and respecting each other's feelings is extensively encouraged by the childminder. There is an excellent

range of resources that promote positive images of diversity and many festivals are celebrated. Visits to a mosque and a Sikh temple help all children to learn about different cultures. For children who have English as an additional language all resources are clearly labelled in their home language which helps to make them feel valued. Behaviour management is successfully managed through the clear boundaries put in place and the effective interaction of the childminder as children play. The childminder gives lots of praise to all children for their efforts which ensures they develop a high level of self-esteem. Consequently, all children are happy in the positive and caring environment. There is a wide range of good-quality resources which are organised effectively in storage boxes and give good accessibility to all children. Learning opportunities are very good in most areas of learning, although activities are not actively used to develop children's early understanding of number. Observations are regularly completed with the next steps identified for future learning although this information is not fully used to plan individual learning journeys for each child.

Children play very well together and share the toys and equipment well. They concentrate well as they develop their understanding of technology when they pretend to talk on the telephones and press the keys on the keyboard. They have lots of fun as they dress up in the hats and are confident to explore the natural materials, feeling the marble egg and holding the many bangles and beads. Children's pictures show that they use crayons to make marks and glue items onto the paper which develops their creative skills and free expression. As children play the childminder engages them effectively in conversations to develop their language skills. Children enjoy playing in the outdoor area, moving the toy animals around in the magic snow and playing on the bikes.

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?	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?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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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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.