

Inspection report for early years provision

Unique reference number	224418
Inspection date	21/01/2009
Inspector	Jennie Lenton
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 her daughter aged 15 years, in Stoke-on-Trent. The whole of the ground floor of the home is used for childminding, with the exception of the conservatory. The property is accessible via a level drive and two steps up into the house. Toilet facilities are on the ground floor and there is a fully enclosed garden for outside play. The family has pet guinea pigs.

The childminder is registered to care for a maximum of six children at any one time and currently has seven children on roll, of whom six are in the early years age range. All children currently attend on a part time basis. The childminder takes and collects children from local schools. She also attends carer and toddler groups on a regular basis. The childminder is a member of the Accredited Stoke-on-Trent Childminding Network.

Overall effectiveness of the early years provision

Children receive high quality care as the childminder has a clear understanding of the requirements of the Early Years Foundation Stage (EYFS). A good range of stimulating activities are provided, based on children's interests and stage of development. Children are confident and happy as they relax in the childminder's welcoming home. Individual needs are successfully met as the childminder works with parents to support children with any additional requirements. The good use of self-evaluation ensures continuous improvement as strengths and weaknesses are clearly identified and addressed.

What steps need to be taken to improve provision further?

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

- update the safeguarding child policy and ensure it is line with Local Safeguarding Children Board guidance and procedures
- match observations of children's achievements to the expectations of the early learning goals.

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

- provide the following information for parents: the procedure to be followed in the event of a child going missing.

04/02/2009

The leadership and management of the early years provision

The childminder takes a professional approach to her role and is committed to providing quality care. She has attended various training courses in order to update her existing skills and, consequently, she is knowledgeable about the Early Years Foundation Stage and how to support children's development. Policies and procedures are generally effective and work well in practice to promote children's welfare. All written policies are regularly shared with parents which ensures that standards of care are agreed and understood. Similarly, parents are encouraged to share their views as the childminder provides questionnaires for them to provide feedback. These indicate a high level of satisfaction.

Safeguarding responsibilities are suitably understood. The childminder is clear about the signs and symptoms that indicate abuse and has relevant contact details to report any concerns. This helps to protect children from future harm. However, her policy has not been updated to reflect current guidance. Safety within the home is well promoted. Risk assessments are carried out that allows the childminder to clearly identify any possible hazards and minimise these promptly. Specialised safety equipment, such as a safety gates and socket covers, are used to protect children from accidental harm. Children are generally well safeguarded outside the home as they walk to and from school, visit local parks and attend toddler groups. The childminder uses appropriate restraints to ensure young children's safety near the road and talks to older children about road safety. The childminder takes contact details for the children and a first aid kit on outings. She has not considered her procedure should a child go missing, however, or shared this with parents.

Systems are in place to monitor the effectiveness of the provision. The childminder is able to confidently identify her strengths and weaknesses and has considered ways to promote future improvements. The recommendation from the previous inspection has also been addressed. The childminder now ensures young children are given activities which encourage them to explore the natural world and develop early literacy skills. For example, children enjoy woodland walks and take part in activities such as painting which provides them with opportunities to mark-make.

The quality and standards of the early years provision

Children's health is successfully promoted as they are provided with nutritional meals and plenty of opportunities for active play. Hot meals such as spaghetti bolognese or cheese and potato pie are enjoyed at lunchtime, and healthy options such as fresh fruit, and buttered toast are offered at snack times. Visits to local parks are regularly enjoyed, where children play on a range of challenging outdoor equipment such as low climbing walls. This ensures that children's physical development is effectively encouraged. Systems to promote the health of all are also put into practice. For instance, children with infections are excluded from the setting and the childminder is qualified to administer first aid should an accident occur. The childminder teaches children about staying safe in the home, reminding

them to play with toys carefully and considerately so they do not hurt each other. She also practises the fire drill with them on a regular basis so that they are learn about what to do in an emergency. As a result, even young children are able to explain how to react when the childminder blows the whistle to signal danger.

The childminder successfully plans experiences that link to children's individual learning and development needs. Children access a wide range of activities and opportunities to help them develop their skills across the six areas of learning. They regularly go to toddler groups or on outings with others which enables them to develop good social skills. Activities such as attending an equality and diversity day also provide a chance for them to increase their knowledge and understanding of the wider community. Children access a range of multi-cultural resources, have the opportunity to taste different foods and watch different styles of dance. The childminder also provides activities at home which develop children's skills. For example, they learn about weighing and measuring as they take part in cooking activities. Children also develop their creativity as they engage in a range of crafts, making pictures with paint, foam shapes and other materials. Spontaneous play is also extended as the childminder skilfully engages with children as they play freely. For example, as children play with binoculars, the childminder talks to them about how things look closer and bigger and then encourages them to turn the binoculars around and see how this makes things appear smaller. Similarly, as children show interest in a 'slinky', the childminder allows them to stretch it out and see how it then springs back to its original shape. This approach to learning ensures that children are fully engaged and stimulated in activities that they clearly enjoy. The childminder assesses children's progress and records their achievements. However, she is not currently matching their skills to the expectations of the early learning goals.

There are plenty of opportunities for children to self-select activities as the childminder makes a range of resources available. Children have great fun exploring treasure baskets, discussing how things feel soft or hard or sorting items into matching colours. Musical instruments are also enjoyed and even very young children join in enthusiastically, using an upturned biscuit tin as a drum. The childminder encourages every child to be involved and successfully gives each child an equal share of attention. This ensures they all feel valued and included. The childminder is clear about how to manage children's behaviour and ensures that they remember to share and take turns. As a result, children generally play together harmoniously and show respect for each other.

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?	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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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.