

## Inspection report for early years provision

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<b>Unique reference number</b>	224392
<b>Inspection date</b>	20/05/2009
<b>Inspector</b>	Shirley Amanda Wilkes
<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 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 1983. She lives with her husband in a residential suburb of Stoke-on-Trent within walking distance of local parks and shops. The whole of the ground floor is used for childminding. Access is via a shallow step with another to the enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under the age of eight years at any one time. There is currently two children in the early years age group on roll.

The childminder is a member of the National Childminding Association (NCMA).

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

Overall the quality of the provision is good. Children are well cared for by the childminder who welcomes them into a warm family environment, where they are equally valued and fully included. She relates positively to children and supports them successfully in their play. This is enhanced by the strong relationships the childminder establishes with parents and carers. Parents receive detailed information about their child's care and development, including policies and procedures at admission, daily communication diaries and open access to individual records. Self-evaluation has been started to make improvements to benefit the children she cares for.

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

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

- develop further systems of planning and assessment to fully support children's learning and development.

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

The childminder ensures children are secure and happy in her care. She has a good range of policies and procedures in place. However, some are in need of updating in line with current guidance. The childminder organises her home and the day to ensure children are interested, stimulated and well cared for. The childminder has good relationships with parents and carers she actively seeks parental views on the service offered and any improvements they would like to see for their children. She has recently used a comprehensive questionnaire which also encourages parents to seek the views of the children. as a result, children are happy and settled during their time in her care. Children's safety is promoted well because the childminder carries out risk assessments inside and outside her home to ensure hazards and risks to children are minimised. The childminder is

committed to ensuring children's well-being is protected and has sound procedures in place to safeguard their welfare regular fire drills take place and the childminder has a fire guard and safety gates fitted. The childminder demonstrates very clear knowledge and understanding of possible signs and symptoms of child abuse and effective procedures to follow in the event of a concern being raised.

The childminder shows dedication to the ongoing development of her childminding through the good range of resources provided and her willingness to attend training to further her knowledge. An appropriate system is used to record and monitor children's progress and to plan for their next steps in learning but this is not always used plan for the next steps in children's learning. The childminder has a good understanding of what children do at school and at pre-school and continues to develop these links to make sure they have a balance of experiences and learning opportunities.

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

Children are happy and settled, because the childminder is competent in meeting their needs. She includes and values every child, which contributes to the good relationship she builds with the children, she has good routines to ensure children are stimulated in their learning and development. Most resources are easily accessible to the children and the childminder has organised her home well to provide space for the children to play indoors and outdoors. The childminder talks to children during their play to encourage communication, she encourages children to develop their thinking by asking open ended questions. The childminder has started to make observations and assessments of children's progress, so these can be used to plan for future learning needs. This has accurately been identified by the childminder as an area she can further develop in line with the Early Years Foundation Stage, although she already has a good awareness of each child's learning needs. There is a balance of child-initiated and adult-led learning the childminder has a clear understanding of how to include all children and readily adapts her approach to their stage of development. The childminder names the shapes and colours of the items children use on the magnetic boards. She engages them as she talks to them, she makes gestures and facial expressions to keep their attention and interest, expands their speech by introducing new words, for example, when child tracing spiral shape on building cups. They have good opportunities to develop their mathematical understanding as they build towers using language higher, lower, smaller and bigger. They have frequent outings in the local area to develop their knowledge and understanding of the world around them. Children receive lots of attention, praise and recognition from the childminder which helps them to develop a strong sense of self-worth. Children take home Bengie bear for visits which enables them to share home experiences with the childminder and their friends. Children's health is promoted suitably through nutritious snacks, regular drinks and managing their personal hygiene. Children have healthy snacks and drinks and talk about what foods are good for you.

## 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

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## **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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