

## Inspection report for early years provision

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<b>Unique reference number</b>	EY337513
<b>Inspection date</b>	08/06/2010
<b>Inspector</b>	Jennie Lenton
<b>Type of setting</b>	Childminder

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## 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.

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## **Description of the childminding**

The childminder was registered in 2006 and lives with her husband and their two children aged 16 and 14-years-old in Cheadle, Staffordshire. The whole of the house is used for childminding with bathroom facilities available on the first floor. There is a garden to the rear of the property for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may attend at any one time. Currently there are six children on roll of whom five are in the early years age range. Children attend on a part-time basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The excellent array of activities and resources means children are extremely happy and eager to attend the provision. Their learning and development is generally well promoted and their individual needs are well catered for. The childminder works effectively with parents to get to know each child's abilities and any special requirements. Most policies and procedures are in place to ensure that safety and welfare is effectively promoted. The childminder is enthusiastic about providing quality childcare and takes an active approach to self-development, accessing training and sharing good practice with others.

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

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

- develop the planning to show how children's next steps are fed into future activities
- provide opportunities for children to develop ownership for the house rules.

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

The childminder is clear about her role and responsibilities regarding safeguarding children. She has attended training to ensure her understanding is up to date and there are clear written procedures to be followed in the event of suspected abuse. Risk assessments are regularly carried out and reviewed to ensure that the home is safe for children to access. Prior to outings, the childminder assesses the destination and means of travel to ensure children's safety away from home is also prioritised. The childminder deploys resources extremely effectively, providing children with an excellent learning environment. They move around the home freely, accessing craft activities in the back room, often free-flowing to the outside area and playing with all the other resources in the front room as they wish. They enjoy a fantastic range of outings and are constantly engaged in play as a result of

the stimulating setting.

All other required policies and procedures are in place to support the welfare and development of children and these are routinely shared with parents. A full contract is in place for all children and all relevant details and parental consents are in place to ensure children's care is in accordance with parental wishes. Any individual needs are fully met as the childminder responds positively to any special requirements. For instance, providing a longer settling in time if required and encouraging parents to stay while the child develops confidence. The childminder also encourages parents to express their views about the care provided and acts on any issues that are raised. Parents report that the childminder has helped their children develop communication skills and good manners and that their children ask when they are able to attend the childminder's, as they are so happy there. The childminder has also developed excellent relationships with other local providers. She is pro-active in sharing good practice and seeks to support and raise the quality of care for children in all settings.

The childminder has addressed all actions set at the last inspection which has improved outcomes for children. For example, she has removed the lock on the bathroom door so that children cannot accidentally lock themselves in. She is enthusiastic about developing her provision and promoting future improvement. A thorough self-evaluation has been completed, identifying future aims. These are focussed on improving outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are extremely well-settled in the childminder's care. They make themselves at home as they confidently move around accessing favourite toys and resources. They receive the childminder's full attention throughout the day and consequently, they develop strong bonds with her, seeking out comfort when needed. They develop their social skills as they play together companionably or attend toddler groups where they mix with other children. Children use their manners, saying please and thank you at mealtimes. They are encouraged to help the childminder to tidy up the toys and are aware of the house rules which they generally follow. However, opportunities for them to develop a sense of responsibility and ownership for the rules are limited. Children's health needs are successfully supported as they are reminded to wash their hands after visiting the toilet and before eating. They know why this is important and are developing a sense of how to keep themselves healthy. They enjoy healthy options at snack times, happily tucking into fresh fruits, such as, strawberries and grapes. Parents provide packed lunches although the childminder is happy to provide meals if required. The childminder encourages physical activity through access to the garden, walks in the local area and regular visits to indoor soft play centres.

The childminder effectively promotes children's learning and development through the provision of an excellent range of activities and resources. Children are able to self-select from a range of toys and have fun as they design father's day cards with gold paint. Their creativity is valued as they design pictures to their own

satisfaction, covering their hands in the paint and exploring the feel of it between their fingers. Their interests and preferences are respected and favourite activities and toys are always available. The childminder obtains head torches as children have displayed an interest in exploring the effects of different lights. A disco ball is turned on and the room darkened so children can experience the effect and use their head torches to direct light. The childminder plays alongside them developing their understanding as they discuss how moving their heads changes where the light falls. Children develop good communication skills as they are constantly encouraged to question and discuss issues. For example, as the childminder tells them about making salt dough they discuss how a recipe can help to make the dough effective and what other things a recipe is used for. This encourages children to develop an enquiring mind and ensures that they are learning through play.

The childminder is developing her understanding of the use of observation and assessment in relation to the early learning goals. She is clear about children's individual abilities and how to provide activities that extend their learning. She matches her observations to the expectations of the early learning goals and is, therefore, aware of children's strengths and weaknesses. She understands how to identify children's next steps to promote challenge, but the system for planning is not yet fully developed to ensure that these next steps are always catered for. Consequently, some next steps are not followed through, hindering development in this area. The excellent array of activities and children's freedom to play in the home ensures that they are always learning, however, and they relish their time in the childminder's care as a result of the fun they have.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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