

## Inspection report for early years provision

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<b>Unique reference number</b>	224474
<b>Inspection date</b>	25/03/2010
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 1974. She lives with her husband in Saxonfields, Stoke-on-Trent. The whole of the ground floor is used for childminding with a fully enclosed garden at the rear of the property for outside play.

The childminder is registered on the Early Years Register and 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. Currently there are seven children on roll, three of whom are in the early years age range. Partnerships with local schools have been developed to support children's learning and development.

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

Overall the quality of the provision is outstanding.

Children thrive in the childminder's excellent care. They are at ease in the warm and welcoming environment where their individual personalities, interests and preferences are all respected and celebrated. They are fully supported as their safety and welfare are highly prioritised at all times. The childminder provides a wonderful array of activities which engage and stimulate all children who attend. As a result they are all making rapid progress in their learning and development. The childminder works successfully in partnership with parents and other settings, to ensure children receive continuity of care. She reviews her provision regularly, successfully identifying areas for development to further extend all children's enjoyment.

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

To further improve the high quality early years provision the registered person should consider:

- updating the risk assessment to cover anything with which a child may come into contact; with particular regard to cleaning products in the toilet area
- developing an action plan to show how aims for the future will be monitored.

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

The childminder fully understands her role and responsibility in safeguarding and is clear about how to protect children from harm and neglect. She is aware of the signs and symptoms that indicate abuse and has built strong relationships with all children so that any changes in well-being are promptly recognised and addressed. Her written policy contains all relevant information and is regularly reviewed to

ensure it remains in line with Local Safeguarding Board guidance. Children's safety is also well prioritised within the home. The childminder keeps exterior doors and gates locked to prevent unwanted visitors from entering and uses appropriate safety equipment to keep children safe. She has completed a written risk assessment for all areas in the home that are accessed by children and carries out daily checks to ensure toys and equipment are fit for purpose. Cleaning products in the toilet area would be better placed on a higher shelf to ensure they are fully out of all children's reach. The high level of supervision ensures children's safety, however, and children are knowledgeable about how to keep themselves safe. They are encouraged to think about safety issues, taking part in regular fire drills and following sensible house rules which they have helped to devise.

The childminder is enthusiastic about providing high quality care and is pro-active in seeking out further training to build on her existing skills. She regularly attends training courses and uses these to enhance children's experiences. For instance, trying out different behaviour management techniques to support children during difficult times in their lives. Her commitment to meet every child's individual need is evident in her flexible approach. She ensures all children are fully included and that activities and resources reflect their individual backgrounds and interests. They take part in activities that celebrate their home life, bringing in items from home and completing topics based on where they have been on holiday. Children are encouraged to value and recognise each other. They listen respectfully to each other as they pass the 'dragon' to each other, enabling even young and quieter children to have their turn to talk about their day. This inclusive practice successfully builds self-confidence and increases children's self-esteem.

All required documentation is in place, including full contracts and records of attendance. The childminder has developed excellent relationships with parents, professionals and other carers to ensure continuity in children's care. For instance, where children attend reception classes in school the childminder works with the teachers to find out about different topics they are covering and any development needs, so that these can be extended at home. Parents are regularly asked for their views about the care provided and their responses are extremely positive. Daily discussions also occur regarding children's well-being, ensuring any changes are promptly responded to. The childminder also ascertains children's views about the care they receive. Even very young children are enabled to express their views as they draw sad or smiley faces to indicate their satisfaction and cut out and stick pictures of their favourite toys onto sheets to show their preferences. Older children express that they 'love playing football' and 'love their childminder' as they write down how they feel. This ensures that children are actively involved in shaping the care they receive and are always receiving individualised care in accordance with their current needs.

The childminder is continually assessing her own practice and looking at ways to promote her setting further. The recommendation from the last inspection regarding the recording of medication has been fully met, ensuring that children's welfare is now better promoted. The childminder has also developed a sound approach to self-assessment, successfully identifying the strengths and weaknesses of the setting. She has considered ways to bring about future improvement and generally has a clear idea about what needs to be done to

achieve her aims. She takes prompt action to bring about positive change. For instance, obtaining information technology equipment for children to use to develop skills in this area and seeking out training for herself so that she can fully support them in this. This level of commitment and her ideas for the future, which are clearly focussed on outcomes for children, demonstrates that their well-being and enjoyment are always her top priority.

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

Children's health is successfully promoted as they are provided with nutritional snacks as they come in from school. They enjoy selecting pieces of pineapple and tuck in enthusiastically to cheese and crackers. They relish the opportunity to freely access the well-designed outside area, where they have plenty of opportunities for active play. Children develop good physical skills as they have fun balancing on tubs, pedalling bicycles and using the fields to the rear of the property for games of football and other group activities. Consequently they are enjoying a healthy lifestyle, undertaking regular exercise and enjoying the fresh air. They also walk to and from school with the childminder, developing their understanding of road safety. Effective systems are in place to promote the health of all. For instance, children with infections are excluded from the setting and any child who becomes ill is cared for until parents arrive to collect them. Children are reminded to wash their hands before eating and after visiting the toilet. These sensible routines reduce the potential for bacteria to spread. Disposable handtowels are used to dry hands, reducing the risk of cross-contamination.

The childminder is very clear about each child's abilities and areas for development. She completes observations to track children's achievements and works in partnership with reception class teachers to offer additional support when needed or to extend a particular piece of work. Her records show children making rapid progress in all developmental areas. In particular, their social and emotional development is extremely advanced as they are fully included in the running of the setting. They take on responsibility for maintaining the playhouse and older children often support and help the younger ones without prompting. They are supported in communicating their thoughts as they use books like 'all about feelings' to explore their experiences. Consequently, they demonstrate confidence in their own abilities and are able to express themselves extremely maturely. The childminder also ensures that children's self-esteem is effectively protected while correcting any unwanted behaviour. Any incidents are dealt with calmly, and positive actions are rewarded with praise and encouragement.

Building on children's interests and preferences the childminder expertly supports their learning and development. She is sensitive to children's needs after a full day at school, recognising that sometimes they need time to relax or just 'let off steam'. Consequently, she is flexible in her approach, making the outside area available at all times while also providing a range of craft activities and free play. Children are fully engaged as they play imaginatively with dressing up resources, imagining they are doctors and transporting teddy bears in a cardboard ambulance that they have made. They enjoy making bracelets out of painted pasta pieces,

playing with puppets, dolls, 'small world' play sets and other favourite items. The childminder encourages learning through play as she gets alongside the children, encouraging them to explore the different sounds they can create as they play with musical instruments, supporting them as they learn to cycle or valuing their creativity as they decide to use the bandages in the dressing up box as tracks for toy cars. There is a wonderful array of resources for children to access independently and the childminder also plans activities to provide a full variety of experience. For instance, she usually collects frogspawn and the children enjoy learning about the lifestyle of the frog. When frogspawn is not available and children still want to complete the activity, she mixes tapioca with black beads to show how it would look. Children thoroughly enjoy exploring the way it feels and moves. The childminder's fun and interactive approach, therefore, ensures children are always fruitfully engaged and stimulated in her care.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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