

Inspection report for early years provision

Unique reference number	224483
Inspection date	27/05/2010
Inspector	Sue Anslow
Type of setting	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1993. She lives with her husband in Tunstall, Stoke-on-Trent. The whole of the ground floor is used for childminding and there is a fully enclosed area for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years. The childminder is registered by Ofsted on both parts of the Childcare Register.

The childminder walks to local schools to take and collect children, and regularly takes children to other play facilities. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child extremely well, thus ensuring their individual needs are met. Children make steady progress in their learning and development through the provision of a variety of experiences. Welfare requirements are promoted well and children are fully protected from harm or abuse. The childminder works closely with parents to support children's care and development, and liaison with local schools ensures continuity of learning. Systems for evaluating the childcare practice as a whole are being developed well, and improvements made since the last inspection have promoted good outcomes for children.

What steps need to be taken to improve provision further?

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

- extend observational records to include the particular areas of learning reflected in photographs
- ensure all children practise evacuation procedures.

The effectiveness of leadership and management of the early years provision

Children are kept safe from harm or abuse through close attention from the childminder at all times and the practising of appropriate safety procedures. A comprehensive safeguarding policy reassures parents of the childminder's responsibility with regard to child protection issues, and the childminder talks to children about keeping themselves safe. They practise road safety drills when out and about, and some children have taken part in evacuation procedures from the

home. The childminder has completed and recorded risk assessments of all areas of the home, as well as for outings and journeys to and from school.

The childminder organises each day to suit the needs of the children being cared for. With support from the early years advisor she has started to record her observations and assessments of children's progress and target areas for improvement. The actions raised at the last inspection have all been satisfactorily completed and the childminder has started a recognised childcare training course. She continues to attend relevant workshops to increase her knowledge and skills, and meets up with other childminders regularly. The childminder is starting to look at her practice as a whole and develop systems for self-evaluation. She is eager to learn and has already targeted areas to improve outcomes for children, showing that she has a good capacity to continually improve her practice.

Children benefit from ample play space in the lounge/dining area and easy access to the stock of well-organised toys and play equipment in the kitchen. They can help themselves to whatever they want to play with and care is taken to keep unsafe items away from the younger children. The childminder sets out appropriate toys and equipment for babies and young toddlers before they arrive, and rotates items regularly to promote interest and challenge. Access to the back yard is gained through the kitchen and children enjoy and benefit from fresh air and exercise every day. The childminder holds a current first aid certificate and manages any accidents or illnesses appropriately.

The childminder works effectively with parents to provide a continuous and consistent approach to children's learning and development. She gains insight into their home routines and particular interests through discussion and observation, and is happy to respect parents' wishes in all aspects of their children's care. All children are made welcome and the childminder promotes an environment of equality and inclusion. She understands the need to work with other providers to support and promote the continuous provision of the Early Years Foundation Stage and has approached staff in local schools.

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

The childminder demonstrates good knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage framework. She provides an appropriate range of activities and resources to meet children's needs, and they are actively engaged and interested throughout the day. Observations of children's interests and abilities are used to plan appropriate activities and outings to challenge their learning and development in all areas.

A file of written policies and procedures inform and reassure parents that children are protected and well supported. Safety and security is promoted well and the childminder is particularly vigilant during journeys to and from school and in the park. Children are provided with reasonably healthy meals and snacks, including fresh fruit and vegetables. Parents are advised about healthy eating and children have access to drinks throughout the day. Good hygiene routines are followed with

regard to using the toilet and nappy changing, and children learn the importance of washing their hands at appropriate times with separate towels. Children benefit from plenty of fresh air and exercise as the childminder walks everywhere and encourages children to play outside, rather than sit watching television or playing with games consoles. They visit the library regularly and thoroughly enjoy meeting up with their friends at local toddler groups and the children's centre.

All children are welcome in the childminder's home and included in all activities and outings. They begin to learn about the wider world around them and people who are different, through a range of experiences and explanations from the childminder. Children enjoy a good balance of indoor, outdoor, quiet and active play, to suit their moods, interests or requests. They benefit from close, warm relationships with the childminder as she sits on the floor to help them complete shape sorter puzzles or rocks them off to sleep in her arms, while humming along to quiet soothing music. Children have easy access to appropriate toys which stimulate their interest and curiosity, for example, joining the countries together to make up a map of the world or shaking the plastic bottles filled with rice or pasta. All these activities help young children develop their hand-eye coordination, physical and early problem solving skills.

Children learn to share and take turns, with appropriate guidance from the childminder. They use their imaginations when creating pictures with paints, crayons and chalk; they observe the patterns made by running car wheels across the paint or making prints of their hands and feet. Children learn lots of new skills through their play activities, for example, counting the number of cars in the line or identifying the shape and colour of the puzzle pieces. They particularly enjoy baking activities, where they weigh and measure the ingredients and decorate the finished product with gooey icing. All these activities are observed and recorded by the childminder, in order to track individual progress and provide appropriately for each child's needs.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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