

Inspection report for early years provision

Unique reference number	111769
Inspection date	24/06/2010
Inspector	Linda Gail Moore

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.

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Description of the childminding

The childminder has been registered since 1999. She lives with her husband and two children aged four and seven years in a village close to Stoke-on-Trent, Staffordshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The setting operates each weekday from 7.30am until 5.30pm all year round. The childminder walks to local schools to take and collect children. She takes children to the local library and park.

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 four children at any one time. There are currently two children on roll, both are within the early years age range. The childminder 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 organises her home well to provide a welcoming and inclusive setting. She is knowledgeable about safeguarding issues and takes highly effective measures to help children understand about health and safety. Positive relationships are built with parents and a good level of information is exchanged to ensure children's needs are met. The development of her planning and assessment system is ongoing to ensure children's learning is monitored effectively and they make good progress. The childminder has begun to look at methods for self-evaluation and shows a suitable commitment to improving her practices.

What steps need to be taken to improve provision further?

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

- review observation and assessment systems and encourage parents to contribute to the process
- develop further evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

The childminder has a full understanding of the Local Safeguarding Children Board's procedures. She is knowledgeable about the signs and symptoms of child abuse and is clear about how to proceed if there were any concerns. All adults living or working on the premises are known to Ofsted in order that their suitability can be checked. Effective safety measures are taken so that children can play and thrive in a safe and secure environment. Risk assessments are completed for all

areas of the premises and for every outing undertaken. These are regularly reviewed to ensure they remain valid and consistent. Suitable safety equipment is fitted around the home and all toys and equipment are checked regularly to ensure they are safe. The premises are kept very clean and well maintained and rooms are organised effectively to provide good space and scope for children to play. Child-friendly posters brighten the environment and there is a range of high quality toys that are accessible and well presented to capture children's interest.

Record keeping is well organised and includes a comprehensive range of policies and procedures, parents are provided with copies. Appropriate arrangements are in place should a child become ill or have an accident and the childminder has completed first aid training. Effective steps are taken to reduce the risk of cross-infection, such as, providing individual colour coded towels, plates and cups. Children eat healthy meals and snacks and take daily exercise. This contributes towards their good health and welfare. The childminder actively promotes equality and diversity and has created an environment where all children are included and valued. She has formed strong working relationships with parents and established effective channels of communication. Comprehensive information is gathered about each child before they start and information is shared on an ongoing basis, both verbally and in the form of a written daily diary. Consequently, she is very knowledgeable about all of the children and able to provide individual care and learning.

The childminder is dedicated to her professional development and attends regular training sessions and workshops to update her knowledge and improve her practice. Although there is no detailed self-evaluation in place the childminder is clear about which areas of her practice are effective and is able to identify other areas that require future improvement. She has prioritised her observation and assessment system as an area for development and intends to review her approach in order to better inform and guide her everyday planning. Parents can ask to access their child's observation and planning records at any time. However, greater encouragement for parents to view this information would extend their understanding of their child's learning and how this can be supported within the home.

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

Children feel secure and valued as they receive good attention and emotional support. They benefit from a well organised environment where they are given scope and freedom to move around and explore. They can access toys and resources independently which raises interest and motivates them to learn. The childminder understands how to involve herself in their play to support and extend their learning. She interacts positively and offers a good role model. Children's social skills are well promoted as they learn to play cooperatively together, to share and take turns. They build the foundations for literacy as they experiment with mark-making, using pencils and crayons to draw pictures and form letters. Their language is developing well. The childminder talks to them as they play and encourages them to share what they know. Her effective use of questioning helps

them to think about what they are doing and this further promotes their learning. Children begin to understand that print carries meaning. They enjoy looking at books and visit the library with the childminder to loan a book of their choice. Wall displays and labelling on toy boxes help draw their attention and raise interest in print in the environment.

Problem solving and numeracy skills are promoted during activities. As they play with feet templates on the floor they learn to identify and sort them into different colours; they put their own feet on top of the template in order to compare size and learn about bigger and smaller. Their creativity is fostered as they design and model using a range of art materials to junk model, paint and glue. Their small muscle skills develop well as they learn to manage tools, such as, paintbrushes, scissors and knives. They play imaginatively in role play areas, as a workbench and kitchen are freely accessible along with a range of dressing-up costumes. Children learn about the wider world as they play with resources that reflect different people. They find out about other countries flags and the festivals they celebrate. These activities generate discussion through which children learn to embrace and value diversity.

Children receive excellent support and guidance from the childminder to learn how to keep themselves healthy and safe. They benefit as they participate in a superb range of physical activities in the childminder's garden or at the local park. Where they access a wide variety of equipment that helps to promote climbing and balancing skills. They begin to understand how exercise effects their body and has a positive impact on their health. Thoughtful discussion and well-planned activities are used to develop children's understanding of what foods are good for you and how to eat healthily. They are encouraged to take part in gardening, where they learn how to grow vegetables, such as, potatoes and tomatoes. They understand how to tend to them and water them daily until ready to pull up and eat. Children's awareness of personal hygiene is very well supported as they learn to wash their hands at appropriate times, with posters displayed in the bathroom to act as reminders. Children feel safe and secure in the setting, where issues relating to safety are clearly explained so that they learn how to avoid injury whilst playing at the setting or when out and about with the childminder. As a result, they are able to recognise some elements of potential danger and this contributes highly towards their safety.

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	1
The extent to which children adopt healthy lifestyles	1
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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