

Inspection report for early years provision

Unique reference number	209396
Inspection date	29/04/2010
Inspector	Patricia Webb

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 1987. She lives with her husband in the Baswich area of Stafford. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be the early years age range. There are currently two children on roll in this age group. Care is also offered to older children and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers an established service where children learn key skills for life. They are encouraged to show care and respect for themselves and others and are developing awareness of caring for their environment. Consequently each child makes sound progress in their development and learning, supported by the caring and long-serving childminder who knows their individual characters well. The childminder is endeavouring to implement the Early Years Foundation Stage, building upon the firm partnerships that have evolved with parents, carers and other settings. However, some gaps are evident with regard to legal requirements including the lack of written risk assessments.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a written record of risk assessments, identifying aspects of the environment that need to be checked on a regular basis, noting when and by whom they have been checked (Suitable premises, environment & equipment) 10/05/2010

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

- update knowledge and understanding of child protection issues in line with Local Safeguarding Children Board procedures, including having the relevant contact numbers readily to hand
- develop further knowledge of the Early Years Foundation Stage framework
- develop the systems for evaluating the impact of the provision to drive continuous improvement and build on effective practice

The effectiveness of leadership and management of the early years provision

The experienced and caring childminder enjoys her role and understands the impact she has on the lives of the children she cares for and their families. Her practice is sound and based upon promoting children's social, emotional and moral development first and foremost. The childminder is aware of the signs and symptoms of child abuse that would give cause for concern and has knowledge of the expectation of reporting such concerns although she has not attended updated training for some time. The contact numbers for the relevant authorities and agencies are not always readily to hand, hindering how swiftly such concerns might be reported. All adults in the household have been vetted and children are familiar with the members of the family. Whilst the home is very clean, well-maintained and safe for children, the childminder has not maintained a written record of the risk assessments which is a breach of the legal welfare requirements of the Early Years Foundation Stage.

Some of the gaps in the implementation of the Early Years Foundation Stage are due to the childminder not yet wholly understanding the framework or engaging formally in the process of self-evaluation. Her practice is very well-established and enables children to develop and learn effectively through their play although the childminder is not necessarily aware of how this fulfils the requirements of the Early Years Foundation Stage. The childminder has developed strong and respectful partnerships with parents and carers who comment most positively about the warm and homely environment and the flexibility and support she offers in addressing some concerns such as children's behaviour and developmental milestones regarding toilet training and early walking. Having had contact for some years with the various schools and groups attended by the children, the childminder is able to liaise effectively with other settings in order to promote consistency and know where each child is in their learning and development.

Each child and their family are valued and respected. The childminder acknowledges children's backgrounds and uses activities and resources effectively to promote the children's awareness of the diversity of their community. She speaks knowledgeably about each child mindful of their individuality and particular characters and interests.

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

Children are broadly happy, settled and content in the childminder's care. They benefit from her consistent and caring approach as they enjoy varied activities that promote their awareness of the world around them and teach them how to behave as responsible and caring members of society. The childminder is able to articulate clearly how each child is progressing and all areas of learning are covered over time. Much of this practice happens naturally due to the childminder's experience and innate understanding of the skills children need to acquire for life.

Learning to care for their environment is an important aspect of the provision. Children excitedly observe the birds that visit the garden and delight in watching some of the animals shown to them by other members of the childminder's family such as grass snakes and common lizards. They are aware of tidying litter and disposing of it properly. Using a range of equipment, children learn to activate various electronic games and activities. Much delight is had when a young child celebrates beating the childminder at bowling on the electronic game console. The childminder is skilled at noting where children would benefit from additional support or extension in various aspects of their development. A child eagerly settles with his workbook, showing skill and competency in mark-making and emergent writing. The childminder supports his development as she encourages critical thinking and problem solving. For instance, the child uses a circular maze to track the correct path in the puzzle and the childminder asks him to consider what happens when he comes to a blocking line. During discussions about the ages of the children attending, the child remarks that, at three-and-a-half years old, he is older than the three-year-old.

Children's behaviour is very well promoted. They follow the positive role model offered by the childminder who reinforces good manners, politeness and consideration of others as essential components for becoming a responsible citizen. Children are aware of keeping safe as they learn the road safety rules and respond swiftly to requests to tidy away their toys before getting out other activities. Following a healthy lifestyle is encouraged by the childminder. Children walk to and from school and group daily as well as visiting amenities and venues in the local area. Walks to the library are favourites as well as visiting the park and shops. Children chat with the childminder about eating healthily and whilst current families provide their child's meals, the childminder takes care to store foods correctly to prevent spoilage. Dietary needs are also noted in order for the childminder to ensure their on-going health and deter them from swapping or exchanging foods.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met