

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	ISP Inspection
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 1992. She lives with her husband in Uttoxeter, Staffordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has fish and two dogs.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time. There are currently ten children on roll, three of whom are within the early years age range. The childminder collects children from the local school and attends several toddlers groups on a regular basis. The childminder provides support for children with special educational needs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully implements the Early Years Foundation Stage (EYFS) to meet children's individual welfare needs. Children make good progress in their learning and development, as planning and assessment systems are well established. A strong partnership between the childminder and parents and carers ensures that information is shared to meet children's individual needs. Systems to share information with other settings that children attend are suitably considered. The childminder demonstrates a capacity to improve, as systems to evaluate and identify areas for improvement are on the whole well established.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 10/03/2011

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded as the childminder has a good understanding of child protection issues. She has attended training and is aware of the procedures to follow in the event of any concerns. Risks and hazards are minimised within the home and the childminder gives sound consideration to how she will promote children's safety when out and about. However, the childminder is not recording risk assessments which is a requirement of the EYFS. Sound consideration is given to fire safety to ensure children's safety in the event of a fire. All household members are known to Ofsted to enable appropriate checks to be undertaken.

The childminder shares useful information with parents and carers. They view her policies and procedures at the time of placement. They have regular opportunities to look at their child's development file. The childminder writes useful information in a daily diary. Parents, as well as older children, provide positive written comments on the care provided. The childminder gives suitable consideration to how she will work with other settings that children attend, to promote consistency in support. She is proactive in sharing concerns about a child's development to ensure that appropriate support is sought.

The childminder gives careful consideration to the use of space and what toys and resources she will lay out, to meet the needs of individual children. For example, she ensures there is a clear pathway for younger children to walk and push toys around. She provides books and toys that have buttons and flaps which are a particular interest of one of the children. Children of all ages enjoy selecting toys and resources to play with.

The childminder has spent time carefully evaluating her practice and how this benefits the children who attend. Her approach to areas of her business is thorough, for example, she has attended a varied range of training courses since the last inspection. This benefits the children who attend as she implements the things that she learns on the courses to extend their play. She has identified areas for improvement and on the whole these are relevant and realistic, although some lack detail to identify exactly what she will need to do to ensure they are implemented.

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

Children develop good levels of independence in both their play and routines. For example, even younger children are learning to clean their hands and faces with wipes before and after eating. They self-select toys and resources and engage in pretend play, for example, with the small world rail. Children enjoy looking at books and this is well supported by the childminder who reads to the children and ensures the books they enjoy are available for them to look at. Children make sounds and can make their needs known by certain noises.

Younger children problem solve as they attempt to fit pieces of a game together. They enjoy playing with buttons and flaps which develops their early understanding of information and communication technology. They use the toys and resources to pull themselves up or steer wheeled toys around the furniture developing their large muscle skills. They roll around on the floor making a game of this. Good consideration is given to how children are supported to learn about the wider world. The childminder plans activities that relate to charitable events throughout the year, as well as encouraging the children to participate in choosing toys for children abroad. They talk about the differences in how people live in different countries, such as the style of house they live in. Younger children play with dolls and play people that are disabled or are of a different race.

The childminder maintains a clear and useful record of children's achievements. Good quality information is included in her observations of what children can do. You can easily see at a glance where children are at and what progress they have made over time. Planning takes into account children's interests, as well as their stage of development and a useful record ensures that the areas of learning are covered equally.

Children are encouraged to develop respect for each other. They play well together and are given simple reminders about appropriate behaviour. They demonstrate that they are comfortable with the childminder and listen carefully to her instructions to ensure their own safety. For example, the childminder guides a child on a safe way to move between two rooms and the child attempts to follow her instructions. Children practice the emergency evacuation procedure which supports their understanding of how to stay safe in an emergency and overcome anxieties about the loud noise of the alarm. Children develop their understanding of a healthy lifestyle as they participate in regular physical play. The childminder takes younger children to several local toddler sessions where physical play is planned. Children join in with song about hand washing to support their understanding of this.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Update the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 10/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children) 10/03/2011