

Inspection report for early years provision

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Inspection date	08/02/2011
Inspector	Shirley Wilkes
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 a house in the Burslem area of Stoke on Trent, within walking distance of the town centre and local schools. The whole of the childminder's home is used for childminding with the exception of the childminder's own bedroom. There is a fully enclosed area available for outside play.

The childminder works with an assistant and is registered to care for six children under eight years at any one time, of whom all can be within the early years age range. She is registered on both the voluntary and compulsory parts of the Childcare Register. There are currently 10 children on roll, seven of whom are in the early years age group. 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 satisfactory.

Children arrive and settle well. As a result, children make adequate progress towards their learning and development in a comfortable environment. The childminder organises her daily routines and resources effectively to promote children's learning. Satisfactory partnerships with parents ensure that she can meet children's individual welfare and development needs. Policies and procedures are generally implemented to ensure children's welfare and health and safety is supported. The childminder endeavours to improve her working practice, although, the systems for evaluating the quality of the provision are not sufficiently effective.

What steps need to be taken to improve provision further?

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

- obtain information from parents of all children about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 15/02/2011
- ensure that the risk assessment is comprehensive and that it is reviewed at least once a year (Suitable premises, environment and equipment) 15/02/2011

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

- update the record of risk assessments to include any assessments of risks for outings
- develop evaluation systems to ensure that the quality of children's learning,

development and care continues to improve

- improve the use of observational assessment to plan to meet children's individual needs and to provide experiences appropriate to each child's stage of development as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder is caring for more children than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Children are efficiently safeguarded because the childminder has a secure knowledge and understanding of the Local Safeguarding Children Board procedures. The childminder shares child protection good practice guidance and procedures with parents. All adults within the setting have undergone a suitable vetting process, thus supporting children's welfare.

The childminder has undertaken risk assessments to identify hazards within the setting. However, these do not cover all things children may come into contact with, which compromises their safety. While the childminder demonstrates a satisfactory knowledge of keeping children safe on outings, records of these particular aspects are not maintained. All of which may compromise their safety. Regular fire drills are practised so that children learn how to keep themselves safe in an emergency.

Most of the required records are in place. However, the childminder has not obtained information from parents about who has legal contact with the child and who has parental responsibility to ensure children's well-being. The childminder is friendly and caring and as a result, children are relaxed and feel at ease and secure in the setting. Children are happy to play independently and the childminder and her assistant are always close at hand to offer support. Children play with resources that reflect positive images of diversity, such as books, role-play and small world figures. The childminder makes good use of the space available in her home. Children can choose from the resources available to them and are able to direct their own play.

The childminder works closely with parents, gathering key information about children's individual care needs and interests to help them settle in. The childminder makes time at the end of the day to talk to parents about how their child has spent their day. The childminder demonstrates a satisfactory knowledge of how to develop partnerships with other professionals, such as, other settings children may attend in the future.

The childminder generally evaluates her working practice, though the systems for assessing all aspects of the provision are not consistently implemented. Therefore, some areas for improvement have not been fully identified.

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

Children have formed strong and trusting relationships with the childminder and her assistant. As a result, they are very happy and settled. They are confident to ask for extra resources and take turns in going to the upstairs play room to choose toys to bring into the lounge to play. The childminder has begun to make observations of the children. However, this information is not yet being used to inform the planning, so children's individual needs are not always met. Children move freely and confidently in the setting.

Children are given satisfactory support to develop their communication skills through the childminder joining in with their play, chatting about what they are making and extending the conversation. For example, one child talked about their pet dog after making a model of a dog. Children extend their communication skills by routine activities such as singing nursery rhymes, listening to stories and mark making using their fingers and some tools. The childminder is developing children's interest in books by ensuring favourites are available. Children regularly count during play, developing their skills, as well as in number recognition. They compare sizes with words such as 'big', 'bigger' and 'taller' when building their towers. There is a suitable range of resources to develop children's early creative and technology talents, including computers.

Children are given praise and encouragement when they develop a new skill or try to do new things. Children are happy and confident. The childminder uses a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity. They are all well behaved and have a good awareness of right and wrong, responding positively to directions from the childminder. For example, when tidying and sorting plastic construction blocks before lunch.

Children are supported to develop their self care skills as they toilet independently and are reminded to wash their hands to develop their understanding of good hygiene practice. All children use wet wipes before snacks. This is made into a fun activity by the childminder using favourite expressions, such as 'rub a dub rub, rub a dub scrub'.

Children sit together enjoying home cooked meals and a range of healthy snacks throughout the day. Regular drinks are provided for the children. Children are able to play in the enclosed outdoor play area and visit local parks for more physical play to aid their development.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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	3
The extent to which children develop skills for the future	3

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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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 15/02/2011

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 early years section of the report (Suitability and safety of premises and equipment). 15/02/2011