

Inspection report for early years provision

Unique reference number	EY415059
Inspection date	22/03/2011
Inspector	Lynne Milligan
Type of setting	Childminder

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E: enquiries@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 2010. She lives with her husband and their two children aged three and seven years, in a semi-detached house in Kidsgrove, Staffordshire. There are shops and a park within easy walking distance. The whole of the house apart from the master bedroom is used for childminding. There is an enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for up to five children under eight years. She is presently caring for one child in the early years age range. The childminder is a member of the National Childminding Association and Kidsgrove Childminding network. The family has a dog and a bird as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported well in an inclusive environment where they are respected and valued as unique individuals. Since registering the childminder has made great efforts to build and sustain good relationships with parents and carers. Her approach to safeguarding is generally good and as a result children are mostly protected from harm. Systems to monitor the effectiveness of the setting guarantee a commitment to improving. Children are making steady progress in their learning and development and as a result are confident and happy individuals.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) 31/03/2011
- keep 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). 31/03/2011

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

- expand the self-evaluation system to include comments from parents and children and use these along with information from local authority assessments and training to identify any strengths and weaknesses
- improve further the evaluations to ensure they are specific in order to link to

a key area for development.

The effectiveness of leadership and management of the early years provision

Safeguarding is an area of some strength to the childminder as she has paid close attention to most of her policies and procedures. The details she provides to parents is well written and informative and as a result children are safe and happy. Her many policies firmly underpin her practice and clearly demonstrate her ability to act on any issues such as child protection or if a child was uncollected.

Additional documentation that includes contact numbers and leaflets on the referral processes for safeguarding are all current, with recent training providing further up-to-date information. Records detailing any incidents and accidents are detailed and countersigned by parents. However, some records do not contain written prior consent for occasions when medication has been administered. The childminder keeps her home safe and regularly checks all areas and equipment that the children may come into contact with. Written risk assessments for indoors and the garden are carried out but not recorded, however, they are completed for all outings including the school run.

Partnerships with parents are good. The childminder works hard to encourage parental involvement as she provides a wide range of information that is well written and professionally presented. Parents sign to accept that they have read and understood her procedures and only those with parental responsibility sign all consent forms and contracts. She shares daily diaries and children's development folders, with time set aside to discuss any concerns should they arise. The childminder helps children develop a sense of belonging as they are treated as part of an extended family. As a result this encourages feelings of trust and respect from both children and their families. The childminder promotes inclusion in such a way that it is seamless to her provision. She has a good understanding of the world around her and how she can promote this within her setting. Furthermore, any form of discrimination or bullying would be swiftly dealt with should it occur, whilst maintaining a supportive and empathetic approach to each individual situation.

The childminder has begun to reflect on her strengths and weaknesses and is able to confidently identify what progress she has made since registration and where she would like to improve. She is aware of how feedback from parents and children can inform her practice, in addition to how training can further improve outcomes for children.

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

Children's ability to adopt healthy lifestyles is supported through good procedures that are tailored to meet their individual needs. Children benefit from a healthy, balanced diet where they are encouraged to make choices about what they eat

and drink. Children happily eat vegetables which have been grown in the garden, with some eating raw carrots for snack. Safety within the home is secure as systems are effective. Regular fire drills take place with the children and the childminder records these detailing the time taken to get out for example. This is further promoted as she has a fire evacuation policy and plan of her home, showing the exits. Children are happy, confident and independent. As a result children are very well behaved. They are encouraged to use good manners which are appropriate for their age, with an understanding of how to show care and concern for others.

Children are beginning to show steady progress across the early learning goals as the childminder is skilled at using everyday opportunities to support and challenge their learning. Her planning is flexible, interesting and targeted at each child's individual needs and interests. For example, some children have a high stimulus in relation to their senses, so the childminder plans for time to be spent in the sensory room at the children's centre. Furthermore, she uses this as a focus for further activities, encouraging and developing the child's confidence. Children freely access a wide range of resources which are stored appropriately. Equipment is moved around to ensure she keeps a close eye on the younger children as they enjoy the company of the childminder's own children. Communication skills are developed through lots of conversation, stories, singing and outings. Children experience their local community as they venture out to many places including toddler groups, parks and local attractions. The childminder uses these opportunities to help children experience those that live in the wider world as well as looking at nature and the environment. Regular observations are carried out which demonstrate that children are progressing in key areas. An evaluation after each assessment plans for children's next steps in their learning but these are not as specific and so do not always clearly indicate which area the children are to be supported in.

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:	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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