

Inspection report for early years provision

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Inspection date	07/03/2011
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.

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Description of the childminding

The childminder was registered in 1990. She lives with her husband in Leek, 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 childminder is registered to care for a maximum of six children under eight years at any one time. The childminder is registered on the Early Years Register, and currently there are four children in this age range on roll. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of an approved childminding network. She is currently in receipt of funding for early education for three- and four-year-olds and has a Foundation Degree in Early Years. The childminder occasionally works with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the childminder provides a welcoming environment, in which children enjoy their play and learning. Children make good progress towards the early learning goals. All policies and procedures are inclusive and implemented effectively to promote children's welfare. Positive partnerships have been established with parents to ensure children's individual needs are met and their welfare and learning is supported. The childminder reflects on her own practice and is proactive in extending her knowledge and skills.

What steps need to be taken to improve provision further?

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

- ensure children are able to freely access drinks throughout the day.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a good understanding of her responsibilities with regard to protecting the children in her care. She is fully aware of the sign and symptoms of abuse and neglect and has kept her knowledge up-to-date through regular training. Risk assessments are in place and all identified hazards are minimised. The childminder also conducts daily checks to ensure that the environment is safe for children. Children are taught to keep themselves safe from an early age. The childminder discusses road safety and 'stranger danger' when they are out of the home and they take part in the emergency evacuation procedure. The childminder has clear policies, procedures and record keeping systems to cover all aspects of

her service. These are detailed and well thought out, ensuring children are kept safe, protected and supported. There is a good procedure to protect children from the spread of infection, as arrangements are in place to exclude children who have any infectious illnesses.

Good use is made of space in the home to provide a wide range of different activities and experiences. Children are able to independently access a wide and varied range of good quality toys and resources. Children are encouraged to share resources and understand and respect the values of others. They access a good selection of resources available depicting positive images of diversity. Children take part in activities learning about different countries, cultures and beliefs through celebrating different festivals to enhance their awareness of the wider world.

The childminder has developed a good working relationship with parents. They exchange useful written and verbal information daily. They are also encouraged to share details about their children's development which ensures that a regular two-way flow of information occurs. As a result, the children's individual needs and interests are met. Parents are given a parent handbook that contains policies and procedures to keep them informed when their children first attend. The childminder has a good understanding about the sharing of information about children's learning and development when they attend other settings and this would be established to ensure continuity of their care and learning when needed.

The childminder successfully monitors and evaluates her practice by identifying her strengths and areas she wishes to improve. She completes and regularly updates her self-evaluation form. The childminder constantly updates her skills and knowledge, to the benefit of children, by attending training. The recommendations made at the last inspection have been successfully addressed to further develop the care and learning provided.

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

The childminder provides a very good range of activities to stimulate children's interest and support their learning and development. She demonstrates a sound awareness of where each child is and how they learn. The childminder has a good understanding of the Early Years Foundation Stage and children's learning and development requirements. She knows each child very well and is responsive to their individual needs. All activities are linked to the interests of children and their stages of development. Individual development records for each child are maintained very well. These include photographs and examples of their work, along with written observations of the children, linked to the six areas of learning. The childminder records the next steps in children's development, which are used to inform the planning of future activities. As a result, children are making good progress in their development.

Children demonstrate their independence as they move around the home selecting different toys and resources to play with. They are confident to ask for extra resources during an activity. Good maintenance and organisation of equipment and

toys enables children to use the resources imaginatively and follow their natural curiosity as learners. Children take delight in decorating their ship constructed from the large sit-in cardboard box, using the glue sticks or spatulas. Children make figures from the construction bricks to sail away with them and enjoyment is sought from posting them down the funnel of the ship. Children develop an understanding of mathematical concepts through daily routines and play, such as, matching and sorting shapes and colours and singing number rhymes. Older children also enjoy cooking activities, measuring and weighing ingredients to make their cakes. Children's language development is well-supported by the childminder through positive interaction. Children's awareness of people's differences is promoted. They are able to access a good range of resources that reflect cultural diversity and disability, such as, small world figures and books. A good range of programmable toys and the use of the computer allows them opportunities to acquire skills in operating simple equipment and computer programmes. Children's physical skills develop effectively. They are able to access the rear garden daily for outdoor play. They go on walks to their local amenities and use the equipment at their local carer and toddler group.

Children routinely follow good hygiene practices, such as washing hands. There is a relaxed atmosphere at snack times. All children enjoy the benefits of nutritious meals which the childminder provides along with drinks at all meal times. However, whilst children are able to request further drinks they are not able to freely access them to develop their independence and their understanding of remaining hydrated. Children learn to keep themselves safe through practical daily routines and the childminder's guidance on the dangers of traffic and strangers or using knives safely as they spread their toast. Children behave very well and respond positively to the childminder's praise and encouragement. They are encouraged to share and take turns during their play. They show good manners when they say 'please' and 'thank you' and they are helpful to the childminder when wiping the table after lunch. Good strategies are in place for managing behaviour, which are suitable to the children's ages, stages of development and understanding.

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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