

## Inspection report for early years provision

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<b>Unique reference number</b>	224485
<b>Inspection date</b>	16/02/2011
<b>Inspector</b>	Shirley Wilkes
<b>Type of setting</b>	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 1987. She lives with her husband in a house in Stoke-on-Trent, within walking distance of local amenities. There is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder is registered to care for six children under eight years at any one time. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are five children currently attending with varying attendance patterns within the early years age range. The childminder has a level 2 qualification in childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their learning and development and enjoy their time in this welcoming and inclusive setting. All required information is gathered and maintained to meet the requirements of the Early Years Foundation Stage. The childminder works effectively with parents to promote consistency of care for children who attend. She has developed informal partnerships with other settings children attend to help support their learning and development. The childminder undertakes ongoing evaluation and reflection of her practice to benefit outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and with parents.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively 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. She ensures children are safe and secure both inside and outside the home. Thorough risk assessments are in place to identify hazards within the setting. Detailed risk assessments are in place for outings outside of the home which include road safety. Evacuation procedures are practised so that children learn to keep themselves safe in an emergency. Documentation is organised well. All required records are in place and are regularly updated to reflect children's changing needs.

Good use is made of the space, which includes an attractive dedicated play area. Toys and resources are stored at an accessible height for children to help themselves, promoting their independence. The childminder gathers information to help children settle in and to help plan activities, for example, information about a child's family, their likes and dislikes. Children participate in a range of activities and play opportunities that promote their awareness of the wider world; they play with resources that reflect positive images of diversity. For example, books and small world figures, and cards the childminder has showing brail to help children understand the needs of others.

Good relationships with parents and carers exist and useful information is shared about any issues or concerns so that children are offered consistent support. The childminder provides daily feedback about what children have been doing and parents and carers have access to their child's development file. Parents are provided with useful information about the setting both at the beginning and on a continual basis. The childminder currently cares for children who attend other settings that provide the Early Years Foundation Stage. She has made informal links with the nursery; however, these have yet to be fully developed to ensure continuity of the care and learning provided. The childminder reflects on her practice and makes changes as required to benefit outcomes for children.

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

Children enjoy themselves and are happy in the environment. They demonstrate their independence as they move around the playroom and select different toys and resources to play with. The childminder provides a good range of activities to stimulate children's interest and support their learning and development. She demonstrates a sound awareness of each child's stage of development and how they learn. She records relevant observations of what children can do and uses this information to plan for next steps in their learning and development.

Children are given good support to develop communication skills as the childminder repeats and reinforces words for younger children to develop their language skills. Children are able to freely access a variety of books. The childminder encourages language and number recognition as she and the children regularly count during play. They are able to compare size, big, bigger, and biggest as they play with the sorting games. They enjoy activities, such as, playing with jigsaws to explore and investigate how the pieces fit together. They use their imagination during role-play, as they use resources, such as, the kitchen and various dressing up outfits. Children benefit as they play with various toys that promote their understanding of technology, such as, the computer.

Children are given praise and encouragement when they develop a new skill or try to do new things. They show respect for each other and this is encouraged during play. Children's behaviour is good as they show care and consideration for each other. They share toys and care is taken to ensure the baby is fully included at all times. Children develop small muscle skills as they use tools, for example, using cutters with play dough and as they pick up spaghetti and pasta using tongs. They

participate in regular outings to carer and toddler group where they socialise. This fosters their social development and encourages their awareness as they learn about each other's differences and similarities. Babies are able to play with age appropriate resources. They enjoy space to develop their new found skill of crawling, are offered regular cuddles and relax as they are held snugly while being bottle fed.

Children are supported to develop self care skills and their understanding of good hygiene, for example, washing their hands before snack and after messy play. The childminder provides good opportunities for children to learn about safety as she talks to them about road safety and stranger danger when they go on outings. Children are able to play in the well resourced garden and attend a carer and toddler group, where they use larger play equipment. This supports their understanding of a healthy lifestyle and develops their physical skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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