

## Inspection report for early years provision

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<b>Unique reference number</b>	259208
<b>Inspection date</b>	25/03/2011
<b>Inspector</b>	Sue Anslow
<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.

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## **Description of the childminding**

The childminder was registered in 2001. She lives with her two children, one an adult and one aged 12 years. They live in Kidsgrove, Stoke-on-Trent and have a pet dog. The whole of the 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 at any one time, no more than three of which may be in the early years age range. She is currently minding five children in this age group, only one of which attends full time. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from local schools and nurseries. She holds an early years qualification and is a member of a local childminding group and the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The setting is highly effective at making sure children make consistently good progress in all areas of their development. Well managed routines and procedures ensure children's health, safety and welfare are promoted and protected to the highest standard. Exemplary partnerships with parents involve them in their children's care and education, and they are kept very well informed about their children's progress and enjoyment. The childminder values the diversity of individuals and communities and is highly effective at integrating children whilst responding to their uniqueness. Self-evaluation of the childcare practice is comprehensive and, together with input from the children and their parents, the childminder makes sure her plans for future development are well targeted.

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

To further improve the high quality early years provision the registered person should consider:

- minimise potential hazards outside, with reference to the door of the play house.

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

Children are kept safe from harm or abuse through careful vigilance and observation. The childminder has attended relevant training and written a safeguarding policy outlining her responsibilities with regard to child protection issues. Children's health and safety is protected and promoted to a very high

degree by the childminder. The home and all the equipment children come into contact with, is kept clean and checked regularly for any hazards, although the play house door outside cannot currently be fastened back to prevent trapped fingers. Detailed risk assessments are carried out and recorded, including outings away from home and journeys on foot and by car. A wealth of safe and suitable play equipment is easily accessible to children of all ages and a range of natural materials enhances children's play experiences superbly. The open-plan ground floor rooms provide clear and generous space for children to move around freely, along with easy access to the garden outside. Children are able to play together or separately as they wish, and the childminder is highly effective at providing an all inclusive and welcoming environment.

The childminder thoroughly enjoys her work and is committed to providing a safe, healthy and stimulating environment for children to learn and develop to their full potential. She holds an early years qualification and is keen to build on her knowledge and skills by attending relevant courses and workshops. The recommendation raised at the last inspection has been successfully completed and the childminder has devised a detailed self-evaluation of her childminding service and aims for the future. Through her knowledge, experience and enthusiastic personality she guides and encourages children to achieve to the best of their ability and experience a wide range of interesting and enjoyable activities. The childminder is keen to continuously improve her excellent practice in order to benefit the children's enjoyment, excitement and discovery.

The provision of well written policies and procedures covering all aspects of childcare, serve to support the well managed routines and keep children safe and healthy. Record keeping is carried out to a high level, both for the day to day routines and to record all aspects of the children's learning and development. Partnerships with parents are highly valued and promoted extremely well. They are encouraged to share what they know of their children's routines, interests, preferences and general characters. In this way the childminder is able to plan and provide appropriate activities for each individual child's ability and stage of development. Parents are able to view their children's individual learning profiles, with photographs of what they have been doing and details of each area of learning they have achieved. Another large photograph album contains many more photographs of all the different activities and outings the children have participated in. The childminder has developed close links with the local nursery and liaises with staff to ensure any concerns are managed consistently.

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

The childminder provides an extensive range of highly stimulating play activities and outings each day, which promote optimum excitement, learning and enjoyment for children of all ages. Daily routines are well balanced with indoor and outdoor play, alongside outings to local toddler groups, parks and museums. In this way children enjoy social contact with other adults and children and learn something of their local community. Activities are based on the childminder's knowledge and close observations of what children like to do, with appropriate

comments or guidance to help them understand and improve their skills. Helping little ones recognise and name the different animals in the picture book or find the correct sized clothes to fit the dolly, are rich sources of learning and understanding.

Young toddlers are encouraged to develop their self-help skills by getting their shoes and coats or carrying their bowls over to the sink. They delight in being 'grown up' and bask in the warm praise given by the childminder. They learn to keep themselves safe by practising regular evacuation procedures and sit quietly on the bench under the car port, until everyone is in or out of the car. The childminder incorporates learning into everyday activities so younger children begin to recognise and name letters, colours and numbers. They count the trains as they work together to build the track and notice that one of the engines is the same colour as the child's cardigan. Music and singing are thoroughly enjoyed by all the children and they join the childminder in singing a lullaby as they put the dolls to bed in the play house. Creative and messy play feature strongly in the weekly routine and children of all ages thoroughly enjoy creating pictures and cards to celebrate different festivals throughout the year.

Children enjoy and benefit from close, warm relationships with the childminder. They feel secure and confident as they chatter away happily, climb on her knee to listen to a story and ask lots of questions. The childminder encourages children to make choices and decisions about what or who they want to play with and they learn to share and take turns with appropriate guidance. Children move between the indoor and outdoor areas quite freely which promotes choice and provides plenty of fresh air and exercise. Young toddlers practise their physical development by climbing the steps to the slides and operating the rockers and roundabouts. They enjoy a variety of freshly prepared meals and snacks during the day and drinks are always available. Each child receives lots of individual attention during the day and is made to feel special and unique in their own way. All areas of development are covered by the childminder, through the provision of appropriate activities and discussions. Having extensive knowledge of the Early Years Foundation Stage means the childminder is highly effective at providing support and guidance where needed. Interesting and stimulating activities ensure children are challenged to take the next steps in their development and learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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