

Inspection report for early years provision

Unique reference number	224498
Inspection date	03/03/2011
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.

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 1985. She lives with her husband in Stoke-on-Trent. The whole ground floor of the childminder's house is used for childminding with toilet facilities on the first floor. 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, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled with the childminder. She has a good awareness of individual needs and plans activities that interest children and generally help them to make progress in their learning and development. Relationships with parents and other providers are well established. The capacity of the childminder to maintain continuous improvement is good; she has taken effective steps to address the development of her provision since the last inspection.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well being.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge of child protection procedures is good and these ensure that children will be safeguarded appropriately. A detailed risk assessment has been carried out on all parts of the property and for each type of outing she undertakes to ensure all identified hazards are minimised. The childminder conducts daily checks to ensure that the environment is safe for children. However the risk assessment has not fully covered everything a child comes into contact with, such as, the trampoline in the garden. The childminder has an effective emergency evacuation plan in place and this is regularly practiced with the children she cares for. Excellent use is made of space in the home to provide a wide range of different activities and experiences. The environment is bright, welcoming and stimulating. Equipment and toys are extremely well organised and presented to

children to encourage them to freely select and explore their surroundings. The childminder has taken effective steps to evaluate her provision in respect of the welfare, learning and development requirements. 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.

Children are encouraged to share resources and understand and respect the values of others. They access a large and varied range of resources, depicting positive images of diversity. Topic activities, such as, learning about different countries, cultures and beliefs through celebrating different festivals enhance children's awareness of the wider world.

The childminder has developed a good working relationship with parents. They exchange useful written and verbally information, every day. Parents are able to access copies of the childminders policies and procedures when they start, to keep them informed. They are also encouraged to share details about their children's development. Children's work, photographs and written observations demonstrate that each child is making good progress. Arrangements to share information about children's learning and development when they attend other settings have been established to ensure continuity of their care and learning. The childminder has taken effective steps to evaluate her provision in respect of the welfare, learning and development requirements. The childminder uses questionnaires to gather information from parents to inform the evaluation process.

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

The childminder has a generally good understanding of the learning and development requirements. This means that children are making good progress in their learning and development. Children enjoy an interesting range of activities that have clear links to the areas of learning. The childminder records relevant observations of what children can do and produces a useful summary of what this means in terms of their achievements and progress. Individual children's learning journals are shared with parents and reflect how the childminder promotes children's progress towards the early learning goals.

Children are contented in familiar surroundings where the childminder is sensitive to their needs and interests. She gathers additional information to support children's settling-in and the planning of activities, for example, information about their family and their likes and dislikes. They 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 such as the dolls. Good organisation of equipment and toys enables children to use the resources imaginatively and follow their natural curiosity as learners.

Children develop an understanding of mathematical concepts through daily routines and play, such as, sorting shapes and animals in the boxed shape sorters. Children also enjoy cooking activities, measuring and weighing ingredients when making their cakes. Children's language development is well-supported by the childminder through positive interaction. For example, when building the train track lots of descriptive words used. Children's awareness of people's differences is very well promoted as they are able to access a large variety of resources and follow themes that reflect cultural diversity and disability.

Children are able to join in the planting of the flower tubs and helping to care for them. They take an active part in recycling all of which helps them to understand how to care for their environment. A good range of programmable toys gives them opportunities to acquire basic skills in operating simple equipment and a variety of musical instruments, listening to music and dancing supports children's talents.

Children routinely follow good hygiene practices, such as washing hands. There is a relaxed atmosphere at meal times. All children enjoy the benefits of nutritious and well balanced foods and drinks which the childminder and parents provides. Children learn to keep themselves safe through practical daily routines and the childminder's guidance on the dangers of traffic and strangers. Children's behaviour is good and lots of praise is given for positive behaviour. As a result, they are developing good self-esteem and understand when they have done well.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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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