

Inspection report for early years provision

Unique reference number	EY417621
Inspection date	15/06/2011
Inspector	Lyyne Milligan
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 2011. She lives with her husband and two children aged eight and 4 years in Newcastle, Staffordshire. Local amenities, parks and schools are nearby. Both floors of the home are used for childminding and there is a fully enclosed rear garden available for outside play. The family has a pet dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two 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. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Since registering the childminder has worked hard to provide a good service that successfully supports children's welfare and learning and development. Her commitment to improvement is supported by an open and honest viewpoint which helps her to carefully assess her setting with the sole aim of improving outcomes for the children. Her ability to forge relationships with parents, carers and other settings the children may attend is something which she is proud of as she clearly understands the importance of these partnerships. Inclusive practice naturally runs through her setting as the childminder shows an appreciation for equality and diversity. Children's ability to develop across the early learning goals is fostered through good practice which is underpinned by the childminder's firm understanding of the learning and development requirements.

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 and ensure records indicate which medication is being administered (Safeguarding and promoting children's welfare). 24/06/2011

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

- develop an awareness of the responsibilities under food hygiene legislation, including registration with the relevant Local Authority Environmental Health Department.

The effectiveness of leadership and management of the early years provision

The childminder's ability to safeguard children is good as she implements an effective procedure which is further supported through her secure knowledge of child protection. Her approach to keeping children safe is centred wholly around the child, allowing her to swiftly act on any issues should they arise. She has completed part of her safeguarding training which supports her understanding of the significance of a multi-agency approach, along with the responsibilities of the Independent Safeguarding Authority. Her enhanced criminal records bureau check assures parents of her suitability, along with other adults living in the home. Whilst at toddler group she keeps a close eye on the children and never leaves them with anyone. This practice is also mirrored whilst on outings. Secure procedures which allow the safe collection of the children confirms they leave with designated adults only, whilst all visitors are asked to sign in and out. Safety within the home is thoroughly checked through ongoing written risk assessments, along with daily checks of all areas and equipment children may come into contact with. Children are included in the regular fire drills which record the time it took to get out, which exit they used and whether the children knew not to run, to not go back in and where to stand once outside. Her documentation is well-organised and she maintains confidentiality through a good understanding of current legislation. Her policy on administering medication follows good practice as she only ever administers prescribed medication. She also offers support to parents if their child needs long term medication but her records presently show that she has not gained consent to administer this.

Equality and diversity is promoted well by the childminder as she has a fundamental understanding of the principles of inclusion. Not only does she provide a varied range of meaningful activities for them but this is also demonstrated in the lengths she goes to in order to gain as much information as she can about each child and their family. She places enormous value on this process as it offers a clear insight into each child's life. Details collected investigate topics such as what children value, who is important to them and the social make-up of their family backgrounds. She takes a proactive approach to adapting her practice which allows for up and coming family events that potentially may affect the child's development.

The childminder's aptitude for sustaining and improving her partnerships with parents affords her the comfort of meaningful relationships which in turn fosters trust and mutual respect. Parents are consistently drip fed a variety of information which helps them to become involved in their child's development. She listens to the parents and takes on board their comments, not only verbally but through the use of questionnaires which she has adapted over time. This, along with constant feedback from the children, is then used to inform the evaluation of her setting. Her written self-evaluation form is positive, informative and clearly demonstrates her capacity to improve. The childminder is committed to developing, using a shared approach to help her improve so that she can do her best for the children and their families.

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

The childminder's ability to deliver the learning and development requirements is good. She has a secure understanding of how children learn and is skilled at delivering a range of interesting activities that fuel children's interest. All about me sheets collate important information not only about the child's daily routine and their favourite activity but also include details of their level of ability and personality. This, along with observations that are carried out as they settle, help the childminder to create successful written plans. These take into account each child's interest, their age, ability and their attendance pattern. Development folders support the daily diaries and offer a real insight into how children are progressing. Children take ownership of these as they know that it is their photograph on the front and their pictures inside. Files are well written and show the variety of experiences children become involved in. Furthermore, written observations offer a running commentary on what each child learns from an activity and areas in which she would like extend in order to promote their development. Baseline assessments further inform the children's learning and are shared with parents to give an overview across the early learning goals.

Children really enjoy the company of the childminder as she values each and every one of them. They clearly feel comfortable in her care and giggle with excitement as they play games and talk about past events. The childminder is skilled at questioning the children as she uses the appropriate level of language, yet allows for some challenges as she offers ideas and possible scenarios. This feeds children's curiosity and they then structure sentences in such a way that allows conversations to flow. Children are confident in their play, allowing the inspector to read to them whilst the childminder cares for other minded children that have just arrived. They are familiar with books as they recall parts of the story, understanding the characters and predicting what may happen next. Children take part in many real life experiences as they grow their own vegetables and bake cakes. They regularly play in the park or at the farm as they understand the differences between the animals, grouping them according to whether they are horses or pigs and knowing that one group contains more than the other. Baby's needs are included in all the activities but adapted so they learn and develop at their pace.

Children benefit from a healthy diet which is fully supported by parents. Food is home cooked or provided for the children which the childminder stores and reheats appropriately. Children enjoy fresh fruit such as strawberries and grapes, asking for more as they all eat well. Drinks are on tap and this helps children, especially babies, remain hydrated. Children's ability to become independent is fostered by the childminder who encourages them to try for themselves as she offers some assistance without doing it for them. Children know when they visit the toilet that they are to use soap and water to wash their hands and become aware of their self-care needs as they get dressed or put their coats on. Behaviour is managed effectively which produces a happy and inclusive environment. Children are gently reminded of the rules and encouraged to say please and thank

you. The childminder effectively mirrors this practice which helps children to feel secure in her care.

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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