

Inspection report for early years provision

Unique reference number	EY334064
Inspection date	02/09/2011
Inspector	Carol Johnson
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 2006. She lives with her husband and their three children aged 15, 13 and seven years in Werrington, Stoke-on-Trent. The whole of the ground floor, with the exception of the garage, is used for childminding. The bathroom is on the first floor and two upstairs bedrooms are used for sleeping children. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time, of whom no more than three may be in the early years age range. The childminder is currently caring for six children in this age group and all attend on a part-time basis. The childminder also cares for an older child that attends occasionally in the school holidays. The family has a dog and a hamster.

The childminder holds a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they take part in interesting and rewarding activities that cover all aspects of their learning and development. They are happy and settled and their welfare is effectively promoted. The childminder provides an inclusive service where each child is valued and their individual needs are known and met. Good relationships are in place with parents and the childminder is well aware of the value of working in partnership with parents and other professionals. Self-evaluation has highlighted a desire by the childminder for further relevant training and she demonstrates a good capacity for improvement.

What steps need to be taken to improve provision further?

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

- develop further strategies that encourage parents to contribute to their child's learning and development record
- access further training made available by the local authority and other sources.

The effectiveness of leadership and management of the early years provision

Children are well protected from harm or neglect. The childminder has a clear understanding of the signs and symptoms of abuse and is able to implement procedures promptly and correctly should she have any concerns. Children are cared for in a warm and welcoming environment and a variety of measures are in place to promote their health and safety. For example, a safety gate across the foot of the stairs prevents children's unsupervised access to the first floor and unused electric plug sockets are fitted with safety covers. The childminder maintains and reviews risk assessment records and carries out daily visual safety checks on her home and any resources used for minding. All adults in the household have been suitably vetted and children are only released into the care of known individuals.

Children flourish in the childminder's care. The well-organised and welcoming environment that she provides creates an atmosphere that is conducive to both learning and having fun. Children have plenty of space to play and rest and resources are plentiful and of good quality. Children's individual needs are known and met because the childminder has formed good relationships with them and their parents. She supports parents with issues that include potty training and weaning and regular two-way communication is maintained. Several parents provided letters to contribute to the childminder's inspection and these contained lots of positive comments. Her fully inclusive written policies and procedures are shared with parents and these help to ensure the safe and efficient management of the setting. The childminder is not currently caring for any children with special educational needs and/or disabilities or those who speak English as an additional language but has clear systems in place should she be asked to do so. Children who also attend a local school benefit from continuity of learning and care because the childminder has good links with the teaching staff. She exchanges appropriate information about such things as forthcoming events, planned activities and children's welfare and progress.

The childminder is enthusiastic about what she does and is keen to promote the best possible outcomes for the children. Since her last inspection she has achieved a recognised early years qualification at level 3 and has worked hard to develop clear systems for planning, observation and assessment. She is constantly evaluating her practice and shows a good understanding of her strengths and priorities for improvement. She has identified that she would like to access further training to enhance her knowledge and understanding of relevant subjects, for example, food safety, safeguarding and caring for children with special educational needs and/or disabilities.

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

Children are making good progress in all areas of learning. They are happy and settled and eager to participate in the array of experiences available to them. The childminder regularly observes children so that she can understand and consider their individual needs, preferences and interests. She talks to parents about home routines and parenting practices and these are mirrored as far as possible. Consequently, children receive consistency of care. Experiences are carefully planned and implemented to help children learn, develop and have fun. Each child has their own learning and development record and this contains photographs, examples of children's work and the childminder's observations. The childminder shares the record with parents and a diary is sent home with each of the children on a daily basis. However, children's learning potential is somewhat reduced because strategies that effectively encourage parents to contribute to their child's learning and development record have not been fully explored.

Children are learning about the benefits of a healthy lifestyle. They go on regular outings in the local neighbourhood and enjoy lots of physical exercise. Meals and snacks reflect children's needs and parental wishes and good hygiene routines are in place. Children move around the premises with confidence, obviously feeling safe and secure. They understand and respect boundaries, for example, not climbing on furniture and good manners are actively encouraged. Emergency evacuation procedures are regularly practised and road safety is taught and reinforced on outings. Consequently, children are learning to protect themselves from potential dangers.

Children are successfully gaining skills for the future. They are inquisitive and eager to learn and the childminder thoughtfully uses everyday experiences to extend their learning. For example, when playing with jigsaws the childminder alerts children to colours and words and encourages them to count. Regular visits to local community groups enhance children's learning and provide opportunities for them to mix with other children and adults. Children visit the library on a regular basis and this helps to foster an interest in books. The childminder provides children with a positive role model and is calm and caring. She demonstrates through her comments and actions that everyone is respected and valued. Children are learning about the wider community through discussions, planned experiences and playing with a range of resources that depict positive images of diversity. Various religious and cultural festivals are explored in a child-friendly manner, for example, through stories and creative activities.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that parents are supplied with information about the registration system for the voluntary part of the Childcare Register (Providing information to parents). 09/09/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that parents are supplied with information about the registration system for the voluntary part of the Childcare Register (Providing information to parents). 09/09/2011