

Inspection report for early years provision

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Inspection date	13/09/2011
Inspector	Jane Shaw
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 1993. She lives with her husband and one child aged 14 years in the Meir Park area of Stoke-on-Trent, Staffordshire. The whole of the ground floor of the childminder's house is used for childminding, and there is access to a secure garden for outdoor play. The family have a cat.

This childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under the age of eight years at any one time. She is currently minding three on a part-time basis, two of whom are within the early years age group.

The childminder holds a National Nursery Examination Board (NNEB) qualification. She receives support from the local authority, is a member of an approved childminding network, and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder creates a welcoming environment where all children are included in all activities and opportunities. The childminder knows each child's individual needs and requirements well, and is able to meet these effectively; as a result they make good progress in their learning and development. Self-evaluation is ongoing and demonstrates the childminder's capacity to improve. Documentation supports children's welfare, care, learning and development well. The childminder values the importance of working in good partnership with parents and carers. Systems for liaising with other professionals are in their infancy.

What steps need to be taken to improve provision further?

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

- maintain a regular two-way flow of information with parents and carers and between providers (for example, where the childminder regularly collects the child from nursery)
- develop systems to continuously assess and track children's progress across the six areas of learning.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being is protected through the childminder's secure awareness of safeguarding policies and procedures. The childminder is clear about the signs and symptoms of abuse and policies and procedures to protect children.

Household members confirm their ongoing suitability on an annual basis. Personal documentation protects the welfare of the children, meets all requirements and is stored to respect each child's confidentiality. The childminder's home, garden and deployment of resources is well organised and maintained to meet children's individual needs, and the premises are accessible to all children.

Daily checks of the premises are undertaken prior to children's arrival to ensure children's safety. Thorough risk assessments on the premises and for outings are completed and reviewed on a regular basis to ensure the ongoing safety of children. Fire drills are conducted throughout the year to ensure children's appropriate responses in the event of this occurring. Children are also reminded to use equipment safely. The organised environment both indoors and outdoors, independent access to resources, and adult interaction and support, encourages children's sense of security, independence and active learning.

The childminder promotes an enabling and inclusive environment where all children are helped to value different aspects of their own and other people's lives. Resources, planned activities both within and away from the childminding setting, and a variety of resources successfully promote children's understanding of their own and other cultures and difference, as a result inclusion is well promoted.

The childminder has good relationships with parents and carers. A welcome folder provides them with information about her policies and procedures, and general information about her service. Each child has a developmental record, and photograph album which parents and carers can view at any time. Partnerships with other early years providers are not yet fully implemented.

The childminder is enthusiastic, conscientious and committed towards continually improving the overall quality of care and education of children by accessing training opportunities whenever possible. Self-evaluation is ongoing. The childminder uses a local authority system to evaluate her setting, which clearly shows how she has progressed and addressed her identified areas for improvements. This demonstrates the childminder's clear capacity to improve.

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage, and as a result children are making good progress towards the early learning goals. The childminder completes observations of children's progress and achievements; these are recorded, matched to the areas of learning and next steps devised. The childminder retains a developmental record file for each child, and separate photographic record to support her written observations. Systems for tracking children's progress across the six areas of learning are not in place.

Children are happy; babies receive good support and reassurance from the childminder, encouraging them to settle. Children, including younger children, are developing independence as they make choices and decisions about their play,

accessing resources from storage, or as babies access toys placed near to them; as a result they are becoming active learners. Older children have good language skills as they talk about past, present and future events. They enjoy a variety of activities that help them develop an understanding of numbers and mathematics as they weigh and measure, match and sort, and count objects. For example, as they count the stairs as they go upstairs to use the bathroom.

Children have opportunities to develop an understanding of their own environment as they visit the park, and the wider world as they celebrate a variety of festivals. Children enjoy a variety of opportunities to develop both gross and fine motor skills, as they use large play equipment and smaller construction resources to build three dimensional models. Babies touch resources placed near to them on the floor or on their high chair. They enjoy a variety of opportunities to be creative through access to resources, such as pasta play and playdough. They enjoy sensory activities as they feel ice, and babies enjoy the feel of the different materials and implements in treasure baskets. They enjoy opportunities to listen to and make their own music as they use items in the treasure baskets to make sounds, for example, using wooden spoons and metal bowls as drums.

Effective hygiene policies, procedures and routines ensure children's health is well addressed. The variety of healthy food options, activities and access to regular outdoor play and fresh air promotes children healthy lifestyle very well. Plans, access to the wide variety of opportunities, adult interaction and commitment successfully promote and support children's skills for the future.

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	3
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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