

Inspection report for early years provision

Unique reference number	210374
Inspection date	27/09/2011
Inspector	Karen Cooper
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 1992. She lives with her husband in Stafford, Staffordshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The family have a dog and a budgerigar.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 10 children on a part-time basis including before and after school care. Four of the children attending are within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder attends the local toddler group and is able to take and collect children from the local school. She is a member of the National Childminding Association and the local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and receive a good level of care and attention. They are helped to achieve and as a result children make good progress in their learning and development. Children have access to a variety of toys and resources that are well-deployed. Positive partnerships between parents and other early years practitioners ensure children's individual needs are met. Policies and procedures are mostly effective. The childminder demonstrates a firm commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop observational assessments in order to plan to meet children's individual needs and next steps
- develop further the processes for evaluating the quality of the provision in order to identify strengths and prioritise areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to protect children and is aware of the various signs and symptoms of possible abuse. She updates her knowledge and skills through regular training. This ensures that her practice is underpinned by

a good knowledge of the correct procedure to follow should she have any concerns. The complaints poster is displayed in the hallway for parents to view which ensures that they are informed of the procedure to follow should they have a concern about the care or service provided. Children are secure and indoor and outdoor space is organised effectively to enable them to move freely and are protected from harm. The childminder assesses risks to children both indoors and outdoors and has put procedures and practices in place to minimise these at all times. Appropriate safety equipment is used according to the age and needs of the children attending, including fire guard, drawer and cupboard locks and socket covers. Children can access most resources independently, others that are placed out of reach can be requested. Toys and equipment is kept clean and in a good state of repair and is regularly checked for safety.

The childminder is an experienced childminder and holds a level 3 early years qualification. She is committed to continuous improvement and has attended numerous workshops to update her knowledge and skills including Early Years Foundation Stage, safe guarding and first aid. The childminder regularly reflects on the service that she provides and has met the recommendation made at the previous inspection. However, she has not yet implemented a formal system to help identify the settings strengths and areas for improvements. The environment, particularly the playroom is utilised to its full potential and resources are well-organised to provide children with choices about where and what they wish to play with. The childminders flexible planning develops through the interests and play preferences of children and ensures that they benefit from a good balance of child-led and adult-initiated activities.

The childminder works in close partnership with parents and relationships between the childminder and parents are open, trusting, friendly and professional. This helps ensure children are settled and promotes consistency of care. The childminder takes time to gather information relating to the children's individual needs and preferences before they start to attend. Parents are provided with clear information about the service provided and their children's progress through for example, daily discussions, diaries, displays of children's work, policies and procedures and the children's individual learning journals. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children. She has formed effective links with the local schools, pre-school, children centre and other childminders to ensure children's individual needs are effectively met. The childminder is methodical in her approach to paper work and as result, children's records and documentation are well-organised and stored appropriately to ensure confidentiality is well-maintained.

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

Good, warm and caring relationships between the childminder and children are evident. Children are valued and the childminder ensures that when teaching the children right from wrong she sensitively turns negative situations into positive

experiences with kindness and reassurance. The children respond well to the childminder and are secure and happy in her care. Children have access to a range of toys and resources to help them make progress in their learning and development, including play opportunities, which reflect diversity and acknowledge cultural awareness. The childminder clearly demonstrates that she knows the children well. She carries out observations as they play and records what the children can do. However, information gained from the observations is not sufficiently used to help plan the next steps in children's learning. Samples of children's work are attractively presented in individual folders. This ensures parents are fully aware of the activities that their children participate in.

Children are encouraged to develop their simple problem solving skills as they join in floor games. They count the dots on the dice and competently move the counter along the board. They concentrate well building a track to push cars along and confidently state each colour. Plenty of opportunities are provided for children to develop their creative skills. For example, they enjoy drawing on the patio doors with glass paint, use a range of information technology, regularly join in role play and craft activities, such as painting, printing and collage. Children have access to a variety of books, crayons, paper and work sheets to help develop their early literacy and mark making skills. They learn about the environment and are developing their understanding of recycling. They make shakers from used bottles and enjoy using shredded paper. Children also benefit from a range of activities outside the childminder's home. They visit the library, local children's centre, other childminders homes and the local park to feed the ducks.

Children are developing a good understanding of how to stay safe. They participate in regular fire drills to ensure they know what to do in the event of an emergency and the childminder talks to them about road safety. Through activities and daily routines children become aware of healthy eating. They are provided with a variety of healthy snacks and any food provided by parents is stored appropriately. Children's individual dietary needs are established on admission and are fully supported by the childminder. Children are reminded to wash their hands at appropriate times of the day and photographs displayed around the childminder's home encourages them to follow good hygiene practices, such as brushing teeth. Children are well-cared for if they have an accident and there are effective procedures in place to protect them from illness and infection. Children develop their physical skills through a range of outdoor activities. They have access to the garden on a regular basis where they benefit from a range of toys and equipment which help to foster their good health.

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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