

Inspection report for early years provision

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Inspection date	03/10/2011
Inspector	Jacqueline Nation
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 1996. She lives with her husband and adult daughter. The childminder's husband occasionally works as her assistant. They live in the Stone area of Stafford, within walking distance of local amenities, such as shops, parks and a library. The whole of the ground floor is used for childminding and includes access to bathroom facilities. First floor rooms are not used. There is a fully enclosed garden available for outdoor play. The premises are easily accessible. The family have two dogs.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of four children under eight years at any one time. While working with an assistant, she may care for no more than five children under eight years. There are currently five children on roll, all of whom are within the early years age range. Children attend on various days.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good opportunities for children to learn and develop within the Early Years Foundation Stage. Children are happy and relaxed as they learn through play in this welcoming and inclusive environment. Children's welfare is promoted and the childminder has developed good partnerships with parents to ensure continuity of care and learning. The childminder shows a good capacity to maintain continuous improvement by reflecting on her practice and formally evaluating her provision. She has a clear understanding of her strengths and areas for development. All of the required documentation to promote children's safety and welfare is in place.

What steps need to be taken to improve provision further?

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

- improve further the safety of children by providing opportunities to practise the emergency evacuation procedures.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded effectively because the childminder understands her role regarding child protection. She has a good understanding of the possible signs and symptoms of abuse and the action to take in the event of a concern. Children play safely within the welcoming environment and written risk assessments enable the childminder to monitor children's safety in the home, garden and on various outings. The required fire detection and control equipment

is in place. However, the childminder has yet to practise the emergency evacuation procedures with the children, in order to develop their awareness of what to do in the event of a fire. All of the required documentation is in place together with a number of policies and procedures which are shared with parents.

The childminder demonstrates a positive attitude to inclusion and close relationships are developed between the childminder, children and their families. She is kind, caring and responsive to the children's needs. The childminder helps them to develop confidence in exploring their surroundings and children enjoy finding out what they can do. Children approach her for cuddles and reassurance and they are familiar with the daily routine. The childminder listens carefully to what children say and ensures their confidence and self-esteem is promoted through plenty of praise and encouragement. Resources are set out to enable children easy access and they have good opportunities to take part in creative activities and outdoor play. There are regular outings to local parks, shops and library and this helps to enhance children's social skills and confidence. The childminder helps children to learn about a wider society and they are able to access a range of resources reflecting positive images of diversity.

The childminder develops very positive relationships with parents and this has a positive impact on children's well-being and progression. She has daily conversations with parents and provides written feedback to keep parents informed about their child's achievements and care routines. There are no children attending with special educational needs and/or disabilities. However, the childminder is fully aware of the importance of working closely with outside agencies to support children's welfare and development. The childminder has a secure understanding of the importance of partnership working to support children's continuity of care and learning.

The childminder is committed to improving her practice and has completed a formal self-evaluation. She has given thought to the strengths of her childminding provision and considered areas for change. The recommendation from the last inspection has been implemented effectively. A daily diary is maintained which accurately reflects children's arrival and departure times.

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

Children make good progress towards the early learning goals in all aspects of their learning and development. They are content and thoroughly enjoy the time they spend in the childminder's care. Each child has their own development record which gives an overview of their progress and achievements. These are shared with parents and their folders include a range of photographs showing children's enjoyment and achievement.

The childminder has a good understanding of how children learn and recognises the many learning opportunities in everyday activities. She is enthusiastic and committed in her role through her interactions with the children as they play. Children develop good independence skills, for example, they make choices in their

play and are encouraged to feed themselves at lunch time. Their language skills are fostered well. They enjoy listening to their favourite stories, have fun using finger puppets linked to the characters in the book and sing nursery rhymes with wonderful confidence. Children take part in a good range of creative experiences. They enjoy painting, using boxes and tubes to make models and use a wide range of natural resources for collage activities. Their problem solving skills are enhanced through counting, comparing size, talking about colours, completing puzzles and building with bricks. Children weigh and measure ingredients during cooking activities and count the number of cake cases on the tray. Children play with a wide range of electronic toys, they enjoy finding out how things work as they push buttons, which helps them take their first steps towards the use of technology in their learning. Children benefit greatly from a wide range of activities that extends their understanding about the natural world and living things. They observe eggs hatching in an incubator and get pleasure from watching the chicks grow. Children learn about the seasons and examine change overtime, for example, by planting sunflower seeds, bulbs and growing strawberries and tomatoes. Overall, children have good learning opportunities and develop skills to support their future learning.

Children's behaviour is managed in a calm and sensitive manner with gentle reminders about how to share, take turns and think about others. Their awareness of keeping themselves safe is developing well. The childminder talks to children about road safety and they are encouraged to think and act safely while playing in the park. The childminder ensures she has up-to-date contact numbers, if a child has an accident or becomes ill whilst at the setting. The childminder holds a valid first aid certificate, ensuring she can treat children in the event of an emergency. Children's health and well-being is effectively supported. The premises are clean and well maintained. Children adopt good personal hygiene routines and wash their hands at appropriate times during the day. Children use bats, balls and hoops in the childminder's garden and extend their physical skills when using the climbing frame and slide at the park. Children sit together for a sociable meal time where healthy eating is promoted and they are provided with a range of well-balanced home-cooked meals.

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

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

Met