

Inspection report for early years provision

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Inspection date	06/10/2011
Inspector	Mary Henderson
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 1990. She lives with her husband who is also her assistant in a house in Stoke on Trent within walking distance of local schools, shops and children's play areas. All areas of the house are used for childminding purposes and there is a fully enclosed garden for outside play. The family have a variety of pets including two dogs, a rabbit, tropical fish in a tank and fish in a secure pond.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for a maximum of six children when working on her own and for nine children when working with her assistant.

There are currently four children on roll within the early year's age range. The childminder collects children from the local school on a regular basis. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder develops strong relationships with the children and their parents. Communications between the childminder and other providers of the Early Years Foundation Stage are sound. All systems to evaluate the provision are in place. The capacity to make further improvement is good. Most systems to identify children's starting points are in place.

What steps need to be taken to improve provision further?

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

- ensure parents are fully included in the identification of their child's starting points across all areas of their learning and development
- develop effective communications methods between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Positive relationships between the childminder and the parents have been developed well. However, relationships with other providers of the Early Years Foundation Stage are currently less effective. The childminder makes good use of all available space to ensure children can easily access their resources. Observations are used to plan children's next steps across all areas of their development. However, parents are not yet fully included in the identification of their child's starting points across all areas of their learning and development.

The risk assessments undertaken to ensure children's safety include all indoor and outdoor areas and all outings involving the children. The children are safeguarded well because the childminder and her assistant have a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

The childminder has a good understanding of and a strong commitment to supporting children with special educational needs and/or disabilities. The self-evaluation systems in place include input from the childminder, her assistant and the children and their parents.

Engagement with parents is good. There is verbal and written two-way exchange of information to ensure each child's needs are met. Parents have free access to the policies of the setting and their child's learning and development files at all times.

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

The children enjoy a broad range of outings to places of interest so that they begin to find out about their environment, identify features and notice the natural world. This includes visiting the Black Country Museum where they learn about historical events and how people used to live. They also like to visit Park Hall Country Park where they undertake nature trails and talk about the fossils in the visitors centre. The children enjoy local walks where they feed the ducks and notice the changing seasons as they look to find insects and identify various birds. The local park is also enjoyed by the children as they regularly visit to use the large equipment to develop their physical skills. During snowy weather the children like to be out and about with the childminder in their Wellingtons as they make snow balls and build a snowman.

The children learn about personal safety while on outings as they learn to cross the road safely under close supervision of the childminder. They further their understanding of personal safety as they practise the fire evacuation procedures with their peers and the childminder on a regular basis. Children show they feel safe and secure in their environment as they interact positively with one another and the childminder and her assistant, seeking comfort and assistance when they want it. They are confident and choose freely from the broad range of resources that are easily accessible in their play areas. Children also show they feel confident in their environment as they laugh and giggle with one another and the adults caring for them.

Children recognise the importance of a healthy lifestyle and those things which contribute to this. They know to wash their hands before mealtimes and after visiting the toilet as they do this during everyday routines. They chat about healthy food during meal times and during visits to the local shops to buy the shopping. Children have lots of daily opportunities to be in the fresh air and they visit the park regularly with the childminder.

The children's problem solving skills and skills for the future are extended as they

explore various computer programmes that encourage them to look at numbers, calculation and shapes. Their problem solving skills are further developed as they build using construction toys and put together puzzles and begin to work things out for themselves. During planned activities and child-initiated play times children use paints and crayons to make marks and create their own pictures. Their sense of belonging is fostered well because their art work is displayed for them in their play areas until they take them home. The children like to be involved in a range of imaginary activities. They push the dolls around in the buggies and dress up as different characters.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They find out about their local environment and play with a broad range of resources that reflects positive images of diversity including positive images of disabled people.

They explore various festivals around the calendar year through food tasting, 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	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