

Inspection report for early years provision

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Inspection date	10/10/2011
Inspector	Lisa Parkes
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 1981. She lives in Werrington, Staffordshire. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed garden available for outside play.

The setting is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years of age. She currently has six children on roll. The childminder walks to local schools to take and collect children, and attends local toddler groups. She is able to support children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with high quality care and make good progress in their learning and development within an inclusive environment. Children develop strong relationships with each other and are relaxed, happy and confident in the childminder's care. Children are safe and secure and actively protected through a broad range of procedures and everyday practices. The childminder demonstrates a very positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- open up opportunities for parents to contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

All of the required documentation such as personal records, policies and procedures are effectively implemented and consistently applied. Arrangements for safeguarding children are robust and carefully managed and concise procedures are in place for identifying any child at risk of harm. Children's safety is prioritised and the childminder has effective systems in place to assess and minimise risks. The provision is fully inclusive and all children are treated as individuals, with equal concern. The childminder endeavours to find out about all aspects of each child's personal routine, culture and family background. Children play and learn in a safe, fully inclusive and homely environment.

The childminder employs a lovely child and family approach. Links with parents and carers are strong and a welcoming atmosphere helps to create effective communication. This has a very positive impact on children's welfare and promotes

integration of care. A flexible service is offered and the childminder is committed to meeting parents' wishes. The childminder obtains regular information about each child and family to ensure that she fully understands the child's needs and interests in the context of the family background. The childminder has high aspirations for quality which is evident through ongoing improvement. She has a calm, affectionate and patient approach and is dedicated to her role. Children are involved in learning which takes them into the local community and as a result have ample opportunities to widen their experiences and meet different people.

The childminder demonstrates a positive attitude to raising standards and is currently considering further ways to actively involve parents in their children's learning and development records. This will help parents contribute to improvements in their child's achievement. The childminder is motivated and is skilled at adapting the provision to meet the changing needs of children. She is focused on helping all children to make strong progress in their learning and development and facilitates this by skilfully intervening in their play and asking questions to extend their thinking. Resources are very well-deployed and the childminder is committed to ensuring that the needs of each child are consistently accommodated. Children's well-being is enhanced by good organisation, risk assessments and planning for continuous improvement. Children benefit from high levels of supervision and individual attention and thrive in the childminder's care.

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

Children have good opportunities to enjoy their learning and achieve well, feel safe, learn to lead a healthy lifestyle, make a positive contribution and develop skills for the future. Children enjoy their learning and their time at the provision. They make strong progress towards the early learning goals in all areas of learning in relation to their starting points and capabilities. Children enjoy a range of outings, for example, to local toddler groups, walks around the common and trips to the park. They become aware of and interested in the natural world as they splash in puddles, find bugs and worms, feed the ducks, spot squirrels, and talk about the weather. The soft play centre is popular, and children adore visiting the local shops and riding on the bus. Older children enjoy baking activities and help to weigh and mix ingredients. They work together to complete giant floor puzzles, build with construction toys and express their ideas through drawing and colouring. Imaginative play is popular and children dress up and use the tea set. They take pleasure listening to stories when they want to relax.

Children are cared for in a clean and organised environment, and the childminder adopts effective hygiene practices. Routines fit with children's rhythms and give pattern to daily life. A balance of activities ensures that children have ample opportunities to be active and to rest. Children's health, physical and dietary requirements are successfully accommodated. Children are provided with nutritious, home-cooked dinners including pasta bolognese; poached eggs on toast; baked potatoes with beans and cheese; and chicken casserole with vegetables. Children eat very well and enjoy the food that is provided. Planting

and growing activities help to foster children's interest in healthy eating, and children visit a fruit farm to pick their own strawberries. Children are physically exuberant and let off steam as they dance to music, use skipping ropes, play football and perform the actions to 'Row, row, row your boat'. Children learn to recycle as they use their empty yoghurt pots for junk modelling.

Children's feeling of safety and understanding of safety issues is good. Young children happily leave the childminder's lap and explore in a safe environment. They begin to take risks and develop confidence as they pull themselves up the furniture and investigate interactive toys. Children respond to praise and claps from the childminder which increases their confidence and self-assurance. Older children behave well, understand why rules exist, and show care and concern for others. They learn the Green Cross Code, and willingly rehearse the Emergency Evacuation Procedure. Children know to play sensibly on the large scale play apparatus at the park and they enjoy climbing under close supervision. In addition, they learn to use scissors carefully during art and craft activities.

The environment is interesting and toys are easily accessible to promote children's independence. Cause and effect toys provide lots of fun for little fingers, and encourage hand-eye coordination and problem-solving skills. Children respond positively to the childminder, gurgling to show they are happy and bouncing up and down when they are excited. Young children explore their surroundings with curiosity and interest. Frequent, enjoyable interactions help them to develop their competence in communicating. Relationships are affectionate and children demonstrate secure attachments. They show that they are happy, safe and secure as they snuggle into the childminder, make eye contact and use gestures to indicate what they need. Children develop a positive sense of well-being and demonstrate a delightful sense of belonging.

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	1
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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