

Inspection report for early years provision

Unique reference number	209381
Inspection date	03/11/2011
Inspector	Jennifer Turner
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 has been registered since 1998. She lives with her two adult children in Leek, Staffordshire. All rooms on the ground and basement play room is used for childminding. There is a fully enclosed garden available at the front of the house for outside play. The childminder is registered to care for a maximum of six children under eight years of age. She is currently caring for three children who are in the early years age range. She also cares for older children up to the age of 12 years.

The childminder is registered on the early years Register and both the voluntary and compulsory parts of the Childcare Register Children with learning difficulties and/or disabilities are warmly welcomed. The childminder takes and collects children from local schools. The childminder is qualified to Level 3 CACHE. She is also a qualified teacher and a home educator to her own children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder creates a homely, relaxed environment, where children can self-select resources and develop their independence. Children's unique care needs are met, so helping to create an inclusive environment. Most required documentation, including written policies and procedures, are in place and maintained to a suitable level. The childminder works closely with parents and keeps them up-to-date on their children's progress and development with the use of a learning journal. The childminder is able to identify the strengths and weaknesses of her provision and she consults parents as part of the process

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure a accurate daily record of the children's hours of attendance is kept.(Documentation) 25/11/2011

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

- update the fire log to record any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Safeguarding is given priority as the childminder is aware of the indicators of abuse. The childminder informs parents of her obligations and responsibilities

through giving them a copy of her policy. She supervises children well and the children's care environment is safe and secure. Suitable safety equipment is fitted around the home, such as, safety sockets and locks on low level cupboards and appropriate attention is given to making sure toys and equipment are safe. The childminder carries out daily risk assessments of the equipment and all aspects of the home environment and potential risks before going on any outings. However, she does not maintain accurate records of children's attendance in accordance with the Early Years Statutory requirements. This is a breach in legal requirements.

The childminder has a good knowledge of the Early Years Foundation Stage learning and development requirements. She plans a varied range of meaningful experiences to challenge the children's learning and development. The childminder observes the children as they play and has devised a learning journal for each child showing their progress and activities they engage in. The childminder effectively organises her day around the needs of the children, taking into account their interests and preferences. The childminder manages her time well and spends much of her time interacting positively with the children, sitting at their level and playing with them. She effectively uses the indoor and outdoor space to promote play opportunities for children and they are able to freely move around selecting what they play with.

The childminder offers an inclusive service and welcomes all children into her care. She plans some activities that encourage children to learn about aspects of diversity and other cultures and to value and respect each other. Partnerships with parents and carers are good and they receive a range of written policies and procedures which explains the childminders practice. The childminder has given consideration to the self-evaluation process and she consults parents as part of the process.

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

Children access a good range of toys and equipment. They are able to draw and to make marks as they access coloured pens and crayons to draw pictures. Children use their imagination and they play with the small world farm and role play figures. During outdoor play children use the slide and swing. They visit the local park and go for daily walks around the area to ensure daily children have fresh air. Children learn about their environment as they collect fresh eggs from the chickens they helped to rear in the summer and pull up vegetables they have grown in the allotment. Children enjoy going to the theatre with the childminder and visiting the hub at the local village school where they socialise with their peers. The childminder interacts effectively with children, asking questions and engaging them in discussions to promote their language and communication skills. Children talk about things of interests, such as, when the bin men collect the rubbish or about dad rebuilding a land rover car. The children are learning to recognise numbers and the childminder has a number chart displayed. The childminder encourages children to count and to weigh ingredients for baking. She talks to children about big and small as they see which farm animal is the biggest or the smallest.

The children like it when the childminder reads to them and when they sing their favourite nursery rhymes or visit the local library. Children increase their creativity and extend their curiosity through using their senses to explore. They have opportunities to engage in messy play and they mould and roll play dough. Children enjoy using a variety of arts and crafts materials to stick, colour and paint as they create autumn pictures from leaves they collect on walks. The childminder praises and encourages children in their achievements. This helps promote their confidence and self-esteem. Appropriate behaviour, such as sharing and taking turns, is encouraged by the childminder. Good procedures are in place for ensuring children learn about good hygiene practices through the daily routine, such as, washing their hands before meals and after using the toilet. Children learn about road safety whilst on outings and through procedures within the home, such as, practising the fire evacuation drills. However, she has not maintained a fire log record that includes any problems encountered and how they were resolved. All children are acknowledged as an individual and the childminder demonstrates a positive approach to working closely with parents and other professionals to ensure that specific needs are met and all children are included.

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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