

Inspection report for early years provision

Unique reference number	210157
Inspection date	01/11/2011
Inspector	Lynne Milligan
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 1993. She lives with her husband and two adult children in a large detached property in Newcastle-under-Lyme, Staffordshire. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is a fully enclosed outside play area.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local parent toddler group and regularly takes the children to the local library and the local park.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good, with some areas of outstanding. Children's welfare is successfully promoted in a safe, friendly and homely environment. Their learning and development is extremely well supported as learning is skilfully tailored towards each child's individual needs. This fully promotes inclusive practice as all children are able to participate at their own level. The outstanding partnership with parents and carers plays a key part in providing good quality care and early education for individual children. Systems for self-evaluation are developing very well and enabling the childminder to make continuous improvements in all areas.

What steps need to be taken to improve provision further?

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

- consider revising the procedures for administering medication in order to ensure written documents clearly mirror everyday practice
- gain a further understanding of the Independent Safeguarding Authority and its role in securing the suitability of individuals who work with children.

The effectiveness of leadership and management of the early years provision

Children thrive in the well-organised, stimulating and challenging environment. The childminder is equally enthusiastic and dedicated and has made great improvements since her last inspection. She has high regard for children's well-being as she regularly attends lots of training to further develop her childcare

practices. Most policies and procedures work in practice to safeguard children and promote their health and well-being, with some slightly conflicting current practice. Children are kept safe by the childminder who has a generally good understanding of the issues surrounding child protection and recognises that this is her first priority. Children's welfare is promoted well as the childminder ensures that her home remains safe, suitable and very child friendly. Robust risk assessments are carried out regularly and a daily safety check ensures any potential hazards to children are minimised. This includes times when children are taken on outings ensuring all aspects of the event are carefully considered.

Children are encouraged to play a full part in the life of the setting because the childminder fully understands, respects and values their unique needs. The activities and experiences provided are expertly matched to children's interests and attendance patterns. Strong, positive and caring relationships are painstakingly developed, with the childminder working very closely with parents and carers to ensure continuity of care is fully maintained. Children are wholly supported and given time to help them make a smooth transition when they leave her setting. Parents and carers are kept extremely well informed of their children's progress through both daily verbal and written communication systems. A folder bursting with testimonials from parents confirms their overwhelming satisfaction with her provision, as well as cards from older children who have now moved on, recalling happy times spent with her.

The childminder has spent some considerable time evaluating her setting. A clear understanding of the regulations as well as an excellent ability to look 'outside the box' allows the childminder to appreciate her ever growing skills. She is open and honest with her reviews highlighting areas yet to be developed further and seeking advice independently and as she gratefully receives guidance from her Early Years advisor.

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

Children are settled, happy and enjoy their time in the welcoming and homely environment. Activities are age-appropriate and skilfully supported by the childminder who is experienced and well-qualified. Children lead and direct their own play, make choices and grow in confidence. For example, they are able to make their own selections from the broad range of stimulating and easily accessible resources to instigate their own play. Positive behaviour strategies, such as, praise and encouragement, are implemented very effectively, creating a tranquil and productive environment in which all children thrive. Children's communication skills are very well developed as they engage in relaxed, meaningful and interesting discussions throughout the day. They use language very confidently for communication as they express imaginative ideas, for instance, whilst engrossed in outside play.

Strong, positive and caring relationships are developed with the childminder as she works closely with parents and carers to ensure continuity of care is maintained. Excellent systems for initially gathering all the required information from parents

and carers are in place and ensure that the childminder is made fully aware of each child's starting point. This information is then successfully used to plan exciting and interesting activities for individual children to enable them to progress in their early education and skills. Safety is given a high priority throughout the provision and children's understanding of a healthy lifestyle is well developed. They relish playing out in the fresh air using the variety of age-appropriate outdoor equipment to develop their physical skills. Children learn the importance of good hygiene through effective hand washing practice and benefit from the robust procedures in place to minimise the spread of infection. Children are encouraged to eat a balanced diet which also takes into consideration their likes, dislikes and any specific dietary needs.

Children participate in activities and events throughout the year which help them to gain an appreciation of the wider world; for example, joining in with fun activities linked to cultural festivals and community events. Their awareness of the world around them and the wider society is encouraged through a range of meaningful activities and outings. This includes outings within the local community, such as visiting the market and library. Children show their appreciation for reading as they receive certificates for achieving the target number of books read throughout the holidays. They learn about the processes involved as they use library cards, self-select favourite books and then have them booked out at the end. These then go home which further involves parents in their child's development. Children have many wonderful opportunities to explore and investigate, extend their imagination and problem solving skills. They eagerly join in with creative and constructive play. Effective systems for observing children and assessing their progress are in place which incorporate the six areas of learning. This information is successfully used to inform planning which ensures that every child is given the opportunity to move on to the next stage in their development.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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	1
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	1
The extent to which children develop skills for the future	1

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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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