

Inspection report for early years provision

Unique reference number	EY430866
Inspection date	03/02/2012
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 2011. She lives with her husband and four children aged between 20 and 1 years old in a house in Stoke-on-Trent. The whole of the ground floor of the property except for the family lounge is used for childminding. There is a garden for outdoor play. The family have a dog as a pet.

The childminder is registered to care for five children at any one time. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll within the early years age range.

The childminder receives support from the local authority and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Relationships between the childminder and the parents and their children are positive. Relationships between the childminder and other providers of the Early Years Foundation Stage are sound. Risk assessment ensures children's safety at all times. Most systems for self-evaluation are in place. Most systems are in place to ensure children access resources to support all areas their learning and development.

What steps need to be taken to improve provision further?

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

- provide resources that help children become aware of, explore and question differences in special educational needs and disability issues
- ensure all parents are fully included in the self-evaluation processes of the setting
- 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

The children are safeguarded well because the childminder has a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted. The self-evaluation systems in place include the children. However, they do not yet fully include all parents on roll. Risk assessment systems include all indoor and outdoor areas and all outings undertaken by the children.

Relationships between the childminder and the parents and their children are

developing well. However, partnerships with other providers of the Early Years Foundation Stage are currently less effective. The childminder makes use of available space, equipment and toys and encourages children to make their own choices. However, children's access to resources that reflect positive images of diversity, in particular disabled people, are currently limited. The childminder has devised profiles on the children which include observations of children's learning and development and their next steps.

Engagement with parents is good. There is verbal and written two-way exchange of information to ensure each child's individual needs are identified. Parents have free access to their child's profiles at all times. Parents also have free access to the written policies and procedures of the setting.

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

Children are beginning to find out about their environment, identifying features and noticing the natural world. They enjoy walks around the local canal under close supervision of the childminder at all times. Here they talk about the barge boats and notice the changing seasons. The children also like to visit Trentham Gardens where they enjoy the 'barefoot walk' and notice the birds and plants around them and feed the ducks. The childminder takes the children to the shops to encourage them to talk about the healthy fruits and vegetables they see. During regular visits to the local toddler groups the children like to mix with other children making new friends and learning to share the toys and resources they play with. The children also enjoy using a range of large equipment at the local parks to extend their physical development. To extend children's physical development further the children enjoy playing in the garden as they ride their trikes and play ball games with their peers. The children are beginning to understand that people have different needs, views, cultures and beliefs. They find out about their local environment during outings.

The children find out about how to stay safe while on outings as they learn to cross the road safely under close supervision of the childminder. Children show they feel safe and secure in their environment as they interact positively with one another and the childminder, seeking comfort and assistance when they want it. The childminder introduces children to visitors to ensure they feel safe and secure during changes that occur in their routines. The children learn about a healthy lifestyle as they chat about healthy food during meals.

Children's skills for the future are fostered as they explore technology using the small table-top battery-operated toys and computer. Children's problem solving skills are extended as they explore various programmes that encourage them to look at numbers, calculation and shapes. Children's problem solving skills are further developed as they build using construction toys and put together train tracks and puzzles with one another. The children like to help themselves to the arts and craft resources using paints crayons and glue to make their own creations. Children's sense of belonging is fostered well because their artwork is displayed for them in their play areas. The children are independent and make

choices about what they want to do. They freely access a broad range of resources in their play areas.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They find out about their local environment during outings.

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