

Inspection report for early years provision

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| Unique reference number | EY339554 |
| Inspection date | 15/05/2012 |
| Inspector | Sheena Gibson |
| 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 2006. She lives with her partner and four children aged 13 years, nine years, six years and 11 months old in Stoke-on-Trent. The whole ground floor and toilet facilities on the first floor of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play. The childminder takes children to and collects them from local schools and pre-schools.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time. There is currently one child attending who is within the Early Years age group. The childminder is a member of the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's uniqueness is recognised by the childminder and so their needs are successfully met. The childminder's knowledge and skills, alongside the supportive, homely environment ensure that children make sound progress across most areas of learning. A wide range of documentation and records are in place, most of which promotes children's welfare effectively. Partnerships with parents and with other providers successfully provide continuity for children's welfare and learning. The childminder has good systems in place for evaluating her practice and takes positive steps to maintain improvement.

What steps need to be taken to improve provision further?

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

- ensure prior written permission is obtained for each and every medication before administering (Safeguarding and promoting children's welfare).
- 17/05/2012

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

- establish further opportunities for play and learning that increase children's understanding about why healthy eating and exercise benefit their health
- increase opportunities for children to acknowledge particular religious beliefs and cultural backgrounds in their own community and also those of people in the wider world.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding about safeguarding children. She has completed safeguarding children training and knows what signs may indicate that a child is at risk. Written documentation is, on the whole, supportive of children's welfare. For example, the childminder obtains information about who has parental responsibility for each child. She has developed a procedure for a child who is not collected and also has a safeguarding policy. She has been given verbal permission, and has kept records of when medication has been given, which parents have acknowledged. However, the use of a generic permission form means that she is not always obtaining prior written permission for each type of medication, potentially impacting upon children's well-being. Practical steps taken by the childminder help to keep children safe in the home, such as strategically placed safety gates and keeping hazardous products out of reach of children. The childminder checks the home for hazards on a daily basis and keeps a record of her risk assessments, which are annually reviewed.

The childminder is supportive of children as individuals. Her observations, and the information shared with others involved with children's care and learning, means that she is able to identify any specific needs. She then works to narrow any achievement gaps. There is a suitable range of resources to promote positive diversity such as story books, puzzles and ethnic instruments. However, there are fewer opportunities for children to acknowledge particular religious beliefs and cultural backgrounds in their own community and also in the wider world.

Parents receive good information about the provision, which effectively supports children's welfare and learning. They are given copies of the childminder's policies and procedures, which the childminder goes through with them at the point of registration. This ensures that they are fully aware of factors that affect them and their children. Information is displayed, such as the childminder's registration certificate and the Ofsted poster; the childminder has also put up a notice to inform parents of her impending inspection. Parents are encouraged to share information about their child's development. A journal and daily discussions are used to share information about any achievements or concerns, resulting in a valuable system of communication. External partnerships successfully promote consistency for children's welfare and learning. For example, the childminder works alongside the local school and they share a communication diary.

The childminder is committed to continuous improvement. Since her last inspection she has achieved a level 3 childcare qualification. She has, for the most part, effectively met the recommendations given at the last inspection. She enjoys the challenge of learning and continues to attend workshops and link with the local childminding network. She has completed the Ofsted self-evaluation form, which is comprehensive. Effective deployment ensures children are able to enjoy themselves and make good progress. The childminder organises toys and activities so that they are easily-accessible for children to make choices from. For example, they are stored in baskets that children can easily see into and they freely access items from these. Local resources are used to enhance children's experiences. For

example, they visit the playgroup and the local park to go pond dipping. The childminder has links with other childminders so that there is continuity of care for children should the childminder not be available.

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

The childminder takes positive steps to promote children's health. For example, the home environment is kept clean and hygienic. Children's parents are informed about exclusion periods for certain illnesses and these are displayed on the wall in the hallway. The childminder has registered with the local environmental health agency and has completed a food safety course, so any food related risk to children are minimised. Children are offered food and drink that complies with their dietary requirements and helps them to stay healthy. They have daily opportunities to be outside in the fresh air. For example, they walk to and from school each day and visit the local parks. A poster in the kitchen shows a traffic light diagram for healthy foods and children are beginning to understand that exercise has an effect on their body. However, activities that help children to know why healthy eating and exercise are important for their health are not well-established as part of their play and learning.

Children are comfortable with the childminder and her family. They are beginning to learn about keeping themselves safe. For example, they are aware of dangers on the walk to and from school. They respond to safety rules when they are visiting the park and use equipment safely. Children make sound progress in their learning. The childminder understands their abilities and their interests through successful monitoring systems and liaising with parents and external providers. She listens carefully to children and finds methods to help them to make progress in ways that engage them. For example, she introduced wipe boards to support children's early writing skills. One child enjoyed this to such an extent that the parents also obtained one. The childminder talks to the children about what they have been doing at school. She asks open questions to encourage conversation. Everyday tasks are also used to further children's learning and skills. For example, a trip to the shops provides opportunity to create a shopping list, choose and weigh items.

Children enjoy building with other children. They persevere as the large tower of blocks falls down and they begin to rebuild. Using problem-solving skills they work out that a wider base and blocks that 'stick' together will create a larger tower. They are learning about the natural world. For example, they grow seeds in a window 'green-house' where they can see the root formation and learn what a plant needs to grow. They also visit the local parks and nature areas to go pond-dipping. They are developing physical skills of all types. For example, they thread beads onto a lace, climb and balance at the park and play in the garden with small equipment.

Children are encouraged use behaviour appropriate to good learners and to be considerate of others' needs. For example, they are patient when a baby threatens to push down their tower. The childminder helps children to resolve conflict for

themselves and find solutions to their problems. They respond to the expectations of the childminder for good behaviour such as politeness and good manners. As a result, they are learning to become good citizens.

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

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| 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

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| 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 | 3 |
| 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

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| 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

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| 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 | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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| 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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