

Inspection report for early years provision

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Inspection date	12/10/2011
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 2002. She lives with her husband and 18 year old son, in Werrington, Stoke-on-Trent. The family have a pet dog. The ground floor of the house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years of age at any one time. She currently has eight children on roll, all of whom attend on a part-time basis. The childminder takes and collects children from schools and pre-schools in the vicinity. She regularly visits the local library and toddler group. Children with special educational needs and/or disabilities are warmly welcomed. The childminder is qualified to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered high levels of care and education, and make strides in their learning and development. Effective arrangements exist to ensure children's safety and health and to encourage their involvement in the wider community. Practice is inclusive and all children and their families receive a very warm welcome. The childminder has an accurate understanding of how to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- help children to learn about the food chain through planting, growing, gathering, preparing and using different foods.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to promoting children's safety. Arrangements for safeguarding children are robust, regularly reviewed and fully understood. Thorough risk assessments are conducted, and include everything with which a child may come into contact. Children are taught to be safety conscious and show a strong awareness of how to keep themselves safe, for example, through rehearsing the emergency evacuation procedure. The environment is safe and supportive. The childminder is focused on helping all children to make good progress in the learning and development, and promoting their welfare.

Resources are good, fit for purpose and fully promote children's learning and development. The provision offers children a second home, providing a place for

activity, rest, eating and sleeping. Children have easy access to an abundance of interesting toys and resources, and benefit from high quality interaction with the childminder. Children achieve well and their development is good as a result of the setting they are in. The childminder effectively supports children's learning by listening to their views and acting upon them, and by routinely identifying the right time to intervene in their play to move learning on.

The atmosphere is warm and accepting, and the childminder is committed to ensuring that children are cared for appropriately. Children are valued and the childminder routinely recognises and praises effort as well as achievement. Children find out about different cultures and they have ample opportunities to meet new people through learning which takes them out into the local community. Practice is fully inclusive, and the childminder demonstrates a positive approach to meeting children's individual and wide-ranging needs. Management systems run smoothly, and the childminder is committed to driving improvement. She is passionate about her role.

The childminder is dedicated to working in partnership with others to promote optimum continuity of care. She communicates effectively with the local school to complement children's learning and to ensure progression. Strong links exist with other childminders, and children routinely attend groups at the local church and library. Relationships with parents are well established and this contributes to improvements in children's learning, well-being and development. Parents readily share their views and these are used to inform important decisions about the provision. Feedback is very positive and parents clearly value the high levels of care and education their children receive.

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

The childminder's good knowledge of the learning and development and welfare requirements promotes children's learning, social, physical and economic well-being. High quality planning and organisation ensures that all children are suitably challenged by the learning opportunities provided. Activities are well planned, based upon accurate observations, and fully matched to children's individual needs. The childminder skilfully tunes into children, and as a result they display positive attitudes to learning. They have plenty of space and time to play, both indoors and outdoors, and there is a good balance of adult-led and child-initiated play. Children make strong progress towards the early learning goals in all areas. Relationships are good, and children's behaviour is managed well.

Children engage in a wide range of exciting learning opportunities within a welcoming and homely environment. They adore walks around the common; climbing trees, exploring the wooded area, hunting for bugs and collecting items of interest, such as flowers. Art and craft activities are popular and children enjoy using paint and glue to express their ideas. Children regularly engage in imaginative play and dress up in different costumes. Older children take pleasure playing games together, such as chess and draughts, and the childminder helps them with homework tasks, reading and wordsearches. Children's play reflects

their interests and they gain a sense of satisfaction from their explorations and investigations. Babies develop their early fundamental skills and begin to explore their surroundings with curiosity and interest.

Children display a strong awareness of what constitutes a healthy lifestyle. They adopt good personal hygiene routines and learn about germs. Food is balanced and nutritious, and children relish sausages and mashed potato, salmon with potatoes, and a variety of sandwiches, followed by jelly, yoghurt and fresh fruit. Children are settled and content because their health, physical and dietary needs are well met. Children learn the importance of healthy eating through discussions and planned activities, such as baking cakes and adding toppings to pizzas. The childminder intends to enhance this further by developing children's understanding of the food chain. A good balance of activities ensures that children have ample opportunities to be active and to rest.

Children feel safe at the setting, and a set of reasonable rules fit with their rhythms and add pattern to daily life. Good quality interaction and well-organised routines help children to become secure and confident. The childminder uses outings as a valuable opportunity to teach children about road safety. In addition, children learn about stranger danger and how to use scissors and tools safely during activities. Children receive warm and responsive care and show an extremely strong sense of security and belonging within the setting. They are confident, happy and well behaved and display an excellent awareness of responsibility. The support children receive from the childminder is personalised to meet their individual needs. The childminder builds caring and respectful relationships with all children and their families.

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	1
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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