

Inspection report for early years provision

Unique reference number	EY276492
Inspection date	05/12/2008
Inspector	Jennie Lenton
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2003. She lives with her two children aged seven and four years in Stoke-on-Trent, Staffordshire. The whole of the ground floor of the property is used for childminding with bathroom facilities on the first floor. Access to the property is via a sloping driveway and step. Children with learning difficulties and/or disabilities are welcomed and those with English as a second language are supported. There is a fully enclosed garden available for outside play.

The childminder is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under the age of eight years. Care is offered throughout the week and at weekends. Overnight care is also available. Currently there are two children on roll, both of whom are in the early years age range. The childminder is qualified to National Vocational Qualification Level 3 and is a member of the National Childminding Association. Partnerships with the local nursery have been developed to support children's learning and development.

Overall effectiveness of the early years provision

Children receive exemplary care as the childminder has developed an excellent understanding of the requirements of the Early Years Foundation Stage (EYFS). A fantastic range of stimulating activities are provided which ensures children are always fully engaged in fruitful learning and play. Children are relaxed and content in the childminder's warm and welcoming home where their well-being and safety are always top priority. Individual needs are successfully met as the childminder provides an inclusive environment, working with parents to support all children in reaching their full potential. The childminder reviews her provision regularly, successfully identifying areas for development to further extend all children's enjoyment.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing opportunities for children to examine change over time
- developing the self-evaluation process to include an action plan to show how and when future improvements will be completed.

The leadership and management of the early years provision

The provision is exceptionally well organised and managed. The childminder has been pro-active in developing her understanding of the statutory framework and has attended a range of training courses to promote her understanding of how

children develop and learn. She has also shadowed staff at local childcare establishments to see how they work and used this to inform her own practice. Consequently, she has developed highly effective ways of working which benefit all the children who attend. All policies and procedures are of a superior standard and are fully implemented in practice to have a positive impact on children's care. As a result, outcomes for all children are excellent. The childminder's enthusiasm and commitment to ensuring every child has the best possible chance to develop is evident. Working in partnership with parents the childminder assesses each child's needs and identifies ways to meet their individual requirements. Through regular reviews she gathers information from parents about their children and willingly adapts her provision to ensure every child is fully included. For example, introducing picture cards so that very young children and those with English as a second language are able to communicate their needs successfully.

Safeguarding responsibilities are also fully understood. The childminder has a professional approach to her role and is clear about how to protect children from harm and neglect. She has undertaken specific training in this field and is aware of the signs and symptoms that indicate abuse. She is confident in liaising with other agencies to report any concerns and has up to date contact details prominently displayed so any issues are promptly reported. Children's safety is also expertly promoted within the home. The childminder undertakes full written risk assessments and regular checks to ensure that the environment is suitable. All areas accessed by children are beautifully maintained and laid out to enable freedom of movement. Toys are in excellent condition and safety equipment such as stair gates and fireguards are used to minimise any risks to children. Prior to undertaking any new outings with children, the childminder makes a preliminary visit to assess the suitability of the destination. With their safety and well-being consistently prioritised, children thrive as they are secure and confident in the childminder's care.

Superb relationships are fostered with parents, professionals and other carers. The childminder provides a wealth of detail about her setting to parents, so that they are fully informed as to the care children receive. Daily discussions also occur regarding children's progress and needs, ensuring any changes are promptly responded to. Every three months, parents are invited to review their child's progress and to offer feedback about the care provided. At this time, records are updated to ensure that all details about the child remain correct. This exemplary practice ensures that children are always receiving individualised care in accordance with their current needs. The childminder also works with other professionals where appropriate to ensure that children with additional needs are fully supported. Additionally she obtains relevant literature on childcare issues to share with parents, for example, leaflets on parenting skills.

The childminder is continually assessing her own practice and looking at ways to promote her setting further. She has developed a sound approach to self-assessment which successfully identifies the strengths and weaknesses of the setting. Previous recommendations for improvement have been fully addressed. The childminder has considered ways to bring about future improvement and generally has a clear idea about when new plans will come to fruition and what needs to be done to achieve them. Her ideas for the future are focussed on

outcomes for children, indicating that their well-being and enjoyment are always her top priority.

The quality and standards of the early years provision

Children's health is successfully promoted as they are provided with nutritional meals and plenty of opportunities for active play. A range of cooked dishes are provided as well as sandwiches and salads. Children enjoy snacks of fresh fruit and drinks of water, milk or juice. They are often involved in making their own lunches with the childminder's help, selecting fillings for their sandwiches and talking about which foods are best for you. This promotes their understanding of healthy options. Walks in the local area, visits to outdoor parks and indoor toddler groups as well as daily access to the childminder's garden ensures that their physical development is also fully encouraged. Excellent systems to promote the health of all are also put into practice. For instance, children with infections are excluded from the setting and disposable tissues are used after hand-washing to prevent any cross-contamination. The childminder teaches children about staying safe in the home, devising house rules with them and practising the emergency evacuation with them on a monthly basis. Children also learn about road safety as the childminder skilfully encourages them to follow sensible practices. As children start to take responsibility for keeping safe, such as holding hands on the pavements, they are rewarded with certificates.

The childminder is clear about how to manage children's behaviour and ensures that children's self-esteem is protected. Unwanted behaviour is dealt with calmly and positive actions are rewarded with praise and encouragement. Children are reminded to show respect to each other and to the wider community. The childminder ensures that they appreciate that everyone is special and deserves respect. For instance, she takes them to a local café run by people with a range of disabilities and celebrates a number of different festivals and cultures with them. Children take part in charity events such as preparing Christmas boxes for children in developing countries. The childminder makes this a meaningful event by obtaining further information about the recipients of the boxes and sharing a short video with the children so they can understand why their actions are so significant. This thoughtful approach ensures that children are actively involved in the process and developing their understanding of the wider world. Resources in the home also reflect the wider community and are enjoyed by children as they recognise their own backgrounds and cultures being positively represented. This encourages them to develop a strong sense of self-identity and belonging.

Building on children's interests and preferences the childminder expertly plans experiences that link to children's individual learning and development needs. Children are making rapid progress as they delight in the activities on offer. Babies are fully absorbed in play as they experience the feel of jelly between their fingers and develop their co-ordination as they pick it up, squash it and press it with a spoon. Children move freely between activities, beaming with pleasure as they go down the slide into the ball pool, playing imaginatively with the dolls house or making animal shapes out of play dough. A marvellous range of resources are available. Children choose from the array of clearly labelled toy boxes which

include dressing up clothes, karaoke machines, jigsaws, books and dolls. The childminder plays alongside the children encouraging them to explore their thinking and extend their games to maximise pleasure and learning. For example, during water play she encourages them to pour the water and see how it turns the wheel. Using open questioning she encourages children to develop their communication skills as they play. As they model play dough they discuss how it feels cold to start with and then gets hot as it is pressed and rolled. With children whose language is just emerging, the childminder repeats unfamiliar words and encourages repetition. Consequently, even very young children and those with additional needs are swiftly developing their speech.

Spontaneous events are also skilfully exploited to promote learning. For instance, as drilling sounds come from outside the home, the childminder finds the toy drill and shows the children how the noise is made. Children then explore the different tools on the tool bench and practice making the sounds that correspond to them. The childminder's ability to turn any event into a fun learning event means that children are constantly developing their skills. Routine activities are also used to promote learning and development. For instance, children help the childminder change the day of the week and the weather on the magnetic chart. As they go up the stairs or climb the steps up the slide, the childminder encourages them to count. Children also develop problem solving skills as they use wrapping paper, scissors and tape to wrap presents, working out how to cut the paper to the right size and developing their dexterity as they use the tape to stick the paper down. Participation in local events such as a carnival provide children with some innovative activities and regular visits to toddler groups ensure plenty of opportunities to socialise with others. The superb variety of activities and the genuine warmth shown by the childminder means all children relish their time in her care.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.