

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY288962     |
| <b>Inspection date</b>         | 07/10/2011   |
| <b>Inspector</b>               | Kath Harding |
| <b>Type of setting</b>         | 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.

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## **Description of the childminding**

The childminder was registered in 2004. She lives with her husband and one adult child in Stoke-on-Trent. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has three cats as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association and a Network childminder.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder provides highly effective care and learning opportunities, promoting very positive outcomes for children in the Early Years Foundation Stage. Children take part in an exciting and purposeful range of high-quality activities that support their learning and development extremely well and take into consideration their individual needs ensuring that her practice is fully inclusive. The childminder works extremely closely with parents, consulting with them and their children regularly to enable her to assess the provision. She is fully committed to the continuous provision of a childminding service that is sensitive and responsive to the future needs of the children she cares for.

## **What steps need to be taken to improve provision further?**

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

- obtaining written parental permission to access records from other settings to ensure privacy and confidentiality is maintained.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is prioritised and is very well promoted because the childminder has a comprehensive understanding of her responsibilities relating to safeguarding children. She has undertaken child protection training and has an excellent understanding of safeguarding issues. Children's well-being is further enhanced by

the childminder's excellent organisation and comprehensive risk assessments for the home, garden and outings, ensuring that children's safety is promoted at all levels. The childminder has a comprehensive set of policies and procedures that support her exceptionally good practice. These are shared with parents and reviewed regularly.

Children are cared for in accordance with parents' wishes. The childminder takes time to accumulate information relating to children's individual needs, likes and dislikes and undertakes home visits, thus, ensuring consistency and continuity between home and the setting. Parents receive verbal information about their child on a daily basis, with younger children having daily diaries. The childminder also sends newsletters home and has folders with a wealth of useful information on topics, such as, asthma, weaning and healthy living which are all available to view. This helps to sustain excellent relationships. Children's profiles and detailed observations and photographs fully support their progress and are shared regularly with parents and complement the regular, meaningful feedback discussions about children's activities, routines and achievements. Children's interests and play preferences are woven into their individual plans to ensure that they benefit from an excellent balance of child-led and adult-initiated activities that fully sustain their interest.

Parent's and children's views about the setting are consistently encouraged and very much valued. Some parental comments include: 'A huge thank you, it's very reassuring to drop my child off to safe hands and good caring company'. 'Very professional in all aspects of child care. My child could not be in any better hands'. 'It could not be any better'. The childminder's rigorous, honest approach and positive attitude to feedback enables her to identify changes and prioritise areas for improvement. She listened to the children's views and bought some bigger paint brushes so they could use these outdoors to paint the walls with water. The childminder is highly motivated and totally committed to providing a high level of care and education to ensure the best possible outcomes for children. She has a strong commitment to her own self-development and attends regular training to update and develop her knowledge and expertise and to enhance her excellent practice. The childminder is very proactive in developing partnerships with other settings and shares her plans and observations on the children she cares for. However, as yet she has not obtained written parental permission to share this information. This results in productive dialogue and exchange of information to fully promote continuity in the children's care and learning.

The welcoming, rich and varied environment plays a key role in supporting and extending children's learning. It is utilised well to provide children with choices about where and what they wish to play with.

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

High priority is given to maintaining children's good health and well-being. They enjoy a wholesome, nutritious and balanced diet and are supported to make healthy choices as the childminder cooks freshly prepared meals and encourages children to try different tastes, such as, during the recent vegetarian week. They

take part in food games, encouraging their understanding of healthy food options. They choose from a variety of fruits at snack time and are involved in the choice and preparation of snacks and lunches. They are encouraged to wash their hands regularly encouraging their understanding of the importance of following good personal hygiene routines. They have innovative opportunities to engage in a wide range of physical activities, such as, using the parachute, making dens and taking part in games linked in with 'The Change for life Programme'.

Children learn how to keep themselves safe as they visit the fire station and talk about what to do in the event of a fire. They take part in regular fire drills so they know how to evacuate the premises in an emergency. They take part in a road safety workshop, so they learn about the importance of road safety. They play with commercially produced games which helps them to think about how safe or unsafe things are.

Children thrive and make excellent progress because the childminder has a comprehensive knowledge of the Early Years Foundation Stage and offers a highly stimulating environment. She uses the information gained from the observations of children's progress to ensure that activity planning is well targeted and focussed to fully promote children's individual development in all six areas of learning. Children enjoy an extensive variety of activities both in and out of the home and they become thoroughly engrossed in activities. As they explore in the dried leaves they find bugs and insects linked in with the topic. They plant sunflowers, tend to them and watch and measure their growth, whilst learning to care for living things. The superior organisation of the setting and provision of resources means that children are encouraged to explore and experiment, as they make dens, explore in the angel delight and hunt for the toy farm animals in the shredded paper. The children have great opportunities to discover things for themselves as they use magnifying lenses when looking at wildlife down by the canal and observe the animals at a local farm.

The childminder skilfully supports children's play using effective questioning techniques to challenge their knowledge and understanding in areas, such as, number, colour, shape and size. Children become confident communicators, as the childminder encourages younger children to say individual words as they play. They learn to problem solve and negotiate as they play a wide variety of games and puzzles to re-enforce this learning. The positive attitude of the childminder in encouraging children's enthusiasm and interests, allows children to develop habits as independent and inquisitive learners. Extremely positive attitudes to sustainability are encouraged from an early age as children learn to recycle paper, card, bottles and plastics and play with a recycling lorry.

Children behave exceptionally well, are polite and respectful in their interactions. They learn to take turns, share and be helpful to each other as they offer some of their toys to others. A reward system is in place to encourage good behaviour. Their emotional development is promoted extremely well as they develop secure, trusting relationships with the childminder. All children are highly valued as individuals and made to feel special as they engage in a wide range of activities that help them to value diversity and understand the cultures and lifestyles of others. They look at different festivals, such as, Chinese New Year and do a host of

related activities, such as, setting up a Chinese restaurant, learning a lion dance and looking at Chinese signs and writing. They are helped to learn about their local area as they visit the canal, the library and the children's centres. They go to places, such as, the zoo and the seaside to gain an understanding of the wider world. They take part in fund raising activities. Children are encouraged to decide which charity they are going to raise monies for and they hold table top sales and other sponsored events to raise monies for others. They receive a thank you letter from the Chinese Embassy as they raise money for people during the Chinese earthquake.

## 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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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources                                           | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding                                                                    | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| 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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| 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**

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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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