

Inspection report for early years provision

Unique reference number	EY295691
Inspection date	14/10/2008
Inspector	Maxine Williams
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 2004. She lives with her partner and eleven year old child in Stoke-on-Trent, Staffordshire. The family has two pet guinea pigs. The whole of the property is used for childminding and it offers disabled access, as there are no steps, all doorways are wide and there is a ground floor bathroom. Children have access to an enclosed outdoor play area.

The childminder is registered to care for a maximum of six children at any one time. There are currently three children attending who are within the Early Years Foundation Stage (EYFS), one of whom also attends a nursery on a part-time basis. The childminder also offers care to children over five years old. This provision is registered by Ofsted on the Early Years, Compulsory and Voluntary Childcare Registers.

The childminder drives to local schools to take and collect children and she attends the local carer and toddler group. The childminder supports children with English as an additional language and has a Level 3 childcare qualification.

Overall effectiveness of the early years provision

Children are treated as individuals and the childminder works closely with parents and other professionals to ensure that their specific needs are met. The home is organised effectively to provide a comfortable and stimulating environment for all children attending. The childminder has a secure understanding of her role within the delivery of the Early Years Foundation Stage and meets the majority of the welfare requirements. All children benefit from the exciting range of activities and play opportunities, which maximise on individual learning experiences. The childminder uses planning and observation to deliver and assess activities, although these are not sufficiently effective to promote the progress of individual children.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with each child, and who has parental responsibility for each child cared for
- extend planning in order that experiences which are appropriate to each child's stage of development are provided to help children to progress towards the early learning goals and ensure that sensitive observational assessments are used to inform planning

The leadership and management of the early years provision

Children's welfare, care and safety are promoted effectively because the childminder is proactive in updating her knowledge of child development and early

education; through attending appropriate training courses and seeking advice on implementing the Early Years Foundation Stage. The childminder has experience in providing care for children with English as an additional language. She displays a positive attitude towards providing an inclusive environment for all children who attend the setting.

Records, policies and procedures are well maintained and are used effectively to promote positive outcomes for children. Parents provide the childminder with detailed information on their child's individual routine and current stage of development when children start to attend the childminding setting, which enables the childminder to meet all children's needs effectively. However, the childminder has not obtained all of the legally required information, with regard to children's details.

A daily journal, which is actively shared with parents and is used to record information on each child's day. In addition, after consultation with parents, the childminder has produced a folder for each child, in order to detail their educational progress. These records of achievement include examples of children's artwork and photographs featuring their participation in activities; they are readily available to parents. This ensures that parents are aware of how their children are progressing and enables them to support children's learning at home. The childminder has systems in place to develop links with other settings providing for children in the Early Years Foundation Stage, in order to ensure children's further progress.

Children's welfare is promoted well within the childminder's home. She has a good understanding of the Local Safeguarding Children Board's procedures and has an appropriate awareness of the signs and symptoms of child abuse. This helps to protect children from harm and neglect. Suitable safety equipment is fitted around the home and the childminder carries out detailed risk assessments to maintain children's safety.

A system to monitor and evaluate the provision and to ensure that improvements are made is in place. The detailed self-evaluation form completed prior to inspection identifies areas of her practice which require improvement as well as recognising the strengths of her provision. She liaises with parents effectively to ensure that all children's welfare and learning is promoted effectively and any issues are identified and acted upon promptly. For example, she has supplied parents with a questionnaire in order to evaluate the service she provides for them and their children. Suggestions for improvement are considered and implemented where appropriate.

The quality and standards of the early years provision

The childminder effectively promotes children's welfare, learning and development. Children enjoy a wide range of activities, which contribute to their good health. Dancing to music, garden games and regular visits to local playgrounds and attractions help to progress children's physical abilities. The childminder has a sound knowledge of healthy eating and good nutrition guidelines, which contributes

significantly to children's understanding of a healthy lifestyle. She takes account of the wishes of parents and the children's preferences to provide healthy meals that appeal to the children and meet their nutritional needs. The childminder has an excellent understanding of how to achieve a balance between freedom and setting safe limits. Children learn to keep themselves safe through conversations and daily routines, during which the childminder actively promotes their understanding of how to protect themselves from danger. For example, she regularly practises fire evacuation procedures with children.

Children are involved and enthusiastic and they enjoy taking part in the available activities. They are secure with the childminder and have good levels of self-esteem. They are confident in initiating their own play and learning, and are consistently well occupied by the interesting activities. Space and resources are well organised to enable children to participate enthusiastically in a wide range of stimulating activities that meet their play and developmental needs. Two-year-olds are excited and absorbed as they assist the childminder in building the track and then assemble their vehicles to use on it. They cheerfully run the cars backwards and forwards along the track and across the floor, confidently naming the character of the car from a favourite film.

Children feel highly valued because the childminder sees them as individuals and is sensitive to their personalities and preferences. She uses some basic planning for activities and has implemented a system of observation to ensure that children's achievements are documented. However, these systems are not yet organised effectively to assess how children are developing and to inform planning for each child's next steps in learning. Children are able to independently access a range of toys, equipment and activities to help them make good progress in their communication, language and literacy; for example, they enjoy listening to music and are eager to participate in singing sessions, enthusiastically joining in a variety of songs such as 'The wheels on the bus', 'Wind the bobbin up' and 'Incy wincy spider'.

Problem solving and numeracy skills are promoted through conversations and daily activities. Children are regularly encouraged to count in their daily play, two-year-olds are able to count up to 10 and independently count up the items of cutlery during lunch. Self-care skills are promoted well, as the childminder encourages children to wash their hands and brush their teeth after lunch. Children are encouraged to develop an understanding of diversity through role play activities and resources such as the play hospital. The childminder has high expectations of children's behaviour and there is a very strong emphasis on focusing on good behaviour. Children's self-confidence and sense of worth is developed well with the use of encouragement and praise during their play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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 registration. 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.

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