

Inspection report for early years provision

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Inspection date	08/12/2009
Inspector	Lynne Milligan
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.

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Description of the childminding

The childminder was registered in 2006. She lives with her husband, two adult children and her 15 and five-years-old children, in Blurton, Stoke-on-Trent. The whole of the ground floor is used for childminding and there is a fully enclosed area for outside play. The childminder lives close to local school, parks and shops. The family has a dog, a cat and a rabbit as pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in this age group. Children attend on a part-time basis. She also offers care to children aged over five years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA) and a member of the neighbourhood network. They attend local playgroups and she takes children to and from school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, caring and inclusive environment for children and their families. She knows the children in her care well and is aware of their interests and capabilities. The childminder provides a good range of resources and activities that interest them and meet their individual needs. Systems for observation and assessment are developing and the childminder has good knowledge of how to support the children's learning and development in the Early Years Foundation Stage. The childminder fosters close working relationships with parents and other providers, helping to support children's development and learning. Clear procedures are followed that ensure children are kept safe and secure. Systems to reflect on her practice are good and she is committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the process of observing and assessing to ensure links are made to the planning and that children's starting points are included to demonstrate progression across all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a clear and knowledgeable approach to safeguarding children. She is aware of her role and responsibility to protect the children in her care. Parents are made aware of her child protection policy so that they know what action she will take if she has any concerns. All adults who live in the house are suitable to do so and hold current Criminal Record Bureau checks (CRB). In addition, the childminder and her family members sign a consent form to confirm ongoing suitability. All required policies and procedures are in place and followed to ensure children's welfare is effectively safeguarded and promoted. The childminder maintains children's well-being by continuously monitoring safety issues in and around the home, and by supervising children closely. Risk assessments are undertaken, recorded and regularly reviewed, and this ensures effective actions are taken to manage and eliminate risks to children.

The childminder works well in partnership with parents and confidentiality is maintained. They receive good written information about the provision including policy and procedure documents. Children's ability and involvement in different activities is observed and recorded. The childminder is beginning to use the information gathered to plan for children's next steps in learning, however, she acknowledges that this is an area she wishes to develop further. Parents are encouraged to share what they know about their child's development and are kept fully informed by the childminder of their child's achievements and progress. Links with other providers are effective and promote the integration of care.

The good range of play equipment is well maintained, suitable for the ages of all the children attending and offers interesting variety. The childminder works to provide an enabling and inclusive environment and she makes parents and their children feel welcome. She ensures that all activities are accessible to all the children and adapts activities to meet their individual needs. The childminder regularly evaluates her provision and strives to make continuous improvement to further improve the services she provides for the children in her care. She has addressed the recommendations made at the last inspection by attending a variety of training courses and developing her knowledge and understanding of childminding practices. As part of the neighbourhood network, the childminder regularly shares good practice and provides support for other childminders.

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

Children experience a good range of activities inside and outside the home, which support their all round development. Daily activities are well planned, taking into account children's individual interests and needs. The learning environment is well presented to help children progress towards the early learning goals. There is a balance of child-initiated and adult-led activities, which help children to be active learners. Individual files show how children are progressing. However, the childminder acknowledges that not all areas of learning are consistently covered,

with no records of children's starting points to demonstrate their development since their arrival. Examples of children's work and photographs illustrate the range of learning opportunities offered to children and how these relate to the some aspects within the six areas of learning. The childminder automatically introduces vocabulary, numbers and colours as she chats to the children. This reinforces children's learning in a relaxed way. They enjoy looking at books, both independently and with the childminder. They develop early communication skills through a variety of activities and daily routines. Children are encouraged to indicate what they want, with the childminder confirming this as she collects the book, saying duck, showing the children the picture that relates to the word. Regular outings, including walks and visits to local shops and parks help children develop a sense of belonging. They enjoy easy access to the garden and develop their physical skills as they play on the range of equipment available. Access to a grant has provided children with a covered porch outside that encourages them to flow easily from inside to out in all weathers. Children have good opportunities to learn about themselves and the world around them through planned activities and the range of resources available to them which reflect diversity.

Children are cared for in a welcoming, healthy and safe environment. The childminder has a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. Children use a good range of safe and developmentally appropriate resources that are easily accessible to encourage their independence. They are learning how to keep themselves safe through age appropriate activities such as tidying away toys and practising road safety. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection. She teaches children the importance of good hand washing routines. For example, the childminder adapts practice depending on the ages of the children as she explains why this is necessary to older children, with good role modelling for younger children so they all learn the importance of personal hygiene. Children enjoy a balanced menu of healthy snacks and home-cooked meals while in the childminder's care. They have easy and ready access to drinks allowing them to have control over their thirst and learn to meet their own needs. Children are well supported by the childminder and consequently this encourages them to feel safe, secure and happy while 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

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met