

Inspection report for early years provision

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Inspection date	12/05/2010
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.

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 2006. She lives with her two children aged 13 and six years in a semi-detached house in Sandyford, Stoke-on-Trent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a rabbit and a guinea pig 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 two children in this age group. 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 walks to local schools to take and collect children. She attends the local carer and toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe, welcoming and warm family environment where they feel very settled and secure. Children are treated as individuals as the childminder gets to know them well, with gradual settling-in procedures that help children develop a firm sense of belonging. She regularly discusses their individual needs with their parents and works in close partnership with them to provide consistent care for the children. The childminder is using her knowledge of children's interests and capabilities to support their learning and development. She has a positive attitude to improvement and is beginning to reflect on her practice to identify areas for future development.

What steps need to be taken to improve provision further?

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

- improve further the existing risk assessment documentation so that it clearly includes the name of the person who completed it
- develop the planning further to ensure there is a balance of adult-led and child-initiated activities, with children's next steps made clearer to ensure they progress at the appropriate level.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder clearly understands her role and responsibilities in safeguarding children from abuse or neglect. Checks have been carried out to establish the suitability of any person living or working within the childminder's home. The childminder ensures her home is safe, secure and free

from potential hazards. Risk assessments have been completed on the home and are undertaken prior to any outings to minimise the risks for children. However, her assessments are not yet signed. Children are closely supervised at all times, whilst allowing children to take risks and manage their own safety. The childminder has paid close attention to her emergency escape plan, with regular drills carried out in order to identify any potential difficulties should she need to evacuate the premises in an emergency. All required records are held for all the children attending, with all consents in place, further underpinned by clear and concise policies.

The childminder has begun to accurately reflect on her practice to identify improvements that will further enhance the quality of the provision for children. She works closely with the local authority, using feedback to inform her evaluations along with comments from parents and the children. She is currently updating her training through an National Vocational Qualification at level 2 and has used this effectively to underpin her everyday practice. In addition, she shows a commitment to attending further training in the future to improve her understanding of childcare issues. She regularly shares good practice with other childminders and often adapts practice to provide improved outcomes for children. For example, she is intending to implement a behavioural agreement with the children, thus helping them to develop a sense of ownership, whilst being accountable for their own conduct.

The childminder provides a welcoming and inclusive environment for all children. She values diversity and helps children to understand the society they live in. Children's growing independence is encouraged and the childminder is guided by what they would like to do. She is affectionate and attentive to their needs. As a result, children are confident and at ease in her care and with other members of the childminder's family who occasionally act as her assistant.

Children's care and learning are promoted effectively because the childminder puts the individual needs of children in her care first. She has developed strong working relationships with the children's parents so that information about children's routine, development and well-being are shared on a daily basis. This ensures continuity in care for the children. Policies and procedures are available to parents ensuring they are familiar with the care provided. The childminder is aware of the importance of building partnerships with other settings that the children may attend in the future.

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

Children are happy and settled in the childminder's home. They demonstrate this as they confidently interact with the childminder and other household members. There is a warm relationship between the childminder and each child and they turn to her for a cuddle or help. Children's learning is supported by the childminder as she encourages children to join in and offers guidance so they enjoy activities and learn through play and exploration. Clear communication with parents at the beginning and end of the day, ensures parents are kept informed and are able to

discuss their child's learning and development. The childminder uses her observations of children to obtain information on their interests and achievements. However, these are mainly conducted after observing children's spontaneous play. As a result, activities are not always clearly targeted to each child's specific level of ability or age.

Children eagerly explore activities of their own choosing. They delight in pushing buttons and listening to the sounds made as they operate the CD player. They proudly march out their routine to the music, seeking praise and encouragement from the childminder. Children thrive on these interactions and even clap each other as the childminder says 'well done'. They are learning to share toys and be kind to each other through the childminder's consistent support and guidance. Children's language skills are emerging as they try to copy simple words, for example, the sounds of bumble bees which the childminder points out as they look through books or go out in the garden. The childminder extends this as she provides children with a range of resources including magnifying glasses. Her ability to adapt practice using interesting resources clearly engages their interests. As a result, children excitedly hunt for bugs on the ground. Suddenly they spot an insect and carefully put the glasses up to their eyes, noting the hairy long legs of the big spider. The childminder cleverly introduces numbers, colours and other mathematical concepts through everyday play and routines. She optimises outings, for example, as children count how many red cars they see or the number of trees and birds. Children investigate size and shape as they determine which is the biggest or smallest when they feed the rabbit and guinea pig. The childminder supports their ability to show care and concerns for others as they giggle with each other, picking grass from around the garden, which they carefully poke through the holes in the fence. Children have ample space to be active within the home. They are confidently learning to build on their skills as they ride sit on cars, play on the slide and run up and down the new ramp in the garden. Comfortable seating indoors encourage children to relax and to have quiet times, with close interactions with the childminder and their peers.

Children are kept safe as the childminder provides appropriate supervision and age-appropriate toys. She offers simple explanations to help children learn about safety whilst in the home. Resources are clean and very well maintained, promoting children's welfare and safety. Through the use of a grant, the childminder now has a designated play area where children can access toys freely; taking them outside should they wish. The childminder provides a healthy range of snacks and home cooked meals that ensure their dietary requirements are consistently met. Trips to the supermarket to buy ingredients help children to develop an understanding of where food comes from and the range on offer. Water is accessible throughout the day, with each child having their own identifiable beaker so they are able to independently have a drink. The childminder respects parents' wishes at all times and ensures established routines, such as meal and sleep patterns are followed, contributing to children's health and well-being. Children regularly go outdoors either in the childminder's garden or for walks. Children are beginning to learn right from wrong. From an early age, they are learning to be considerate of others and respect similarities and differences. As a result, children are learning useful skills for the future.

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

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