

Inspection report for early years provision

Unique reference number	EY430992
Inspection date	05/01/2012
Inspector	Shirley Wilkes
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 2011. She lives with her husband and three children aged 16, 11 and five in the Stoke on Trent area of Staffordshire. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The family has two pet guinea pigs.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children on roll in the early years age range. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She has an appropriate early years qualification to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in learning and development because the childminder provides a happy and welcoming environment, in which children enjoy their play and learning. Good partnerships are developing between the childminder, parents and other agencies to ensure that the needs of all children are met. She has a good understanding of children's preferences and interests and uses these to provide them with activities and experiences that in the main supports their learning and development. All the required records for the efficient management of her setting are in place and most of the documentation is successful in meeting children's needs. The childminder shows a dedicated commitment and capacity to improve the quality of her care and has identified her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The childminder has good arrangements in place to safeguard children. She fully understands her role in protecting children and working with key agencies. She bases her recording and reporting procedures on the Local Safeguarding Children Board guidelines. Suitability checks have been completed on household members, providing reassurance to parents that they are suitable to have contact with

children.

The childminder undertakes daily checks both indoors and outside, and well-documented risk assessments enable the childminder to identify potential hazards and take steps to ensure these are minimised and children are kept safe. The childminder has clear policies, procedures and record keeping systems to cover all aspects of her service. These are detailed and well thought out, ensuring children are kept safe, protected and supported.

The childminder is friendly and caring and this helps children to feel at ease and secure in the setting. Children are happy to play independently and the childminder is always close at hand to offer support. Good use is made of space in the home to provide a wide range of different activities and experiences. Children can choose from the resources available to them and are able to direct their own play. A varied range of toys and resources are stored at an accessible height for children to help themselves to, promoting their independence. A good working relationship has been developed with parents. They exchange useful written and verbal information and attend settling-in visits at the start of the placement. Parents are encouraged to share details about their children's development and interests to enable the childminder to meet children's individual needs. The childminder liaises with other providers delivering the Early Years Foundation Stage to ensure progression and the continuity of children's care and learning.

The childminder reflects on her practice and makes changes as required to benefit the outcomes for children. For example, she has made full use of evaluation documents to reflect on current practice and identify areas for improvement which are then used to inform her action plan. She focuses on the outcomes for children and how the changes will benefit them when identifying areas for improvement. She demonstrates a commitment and enthusiasm to update her knowledge, skills and practice to benefit the children who attend.

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

The childminder has a good understanding of the learning and development requirements. Children enjoy a good range of activities, which have clear links to the areas of learning. The childminder is flexible in her planning of activities, taking account of children's individual needs and interests. This includes arts and crafts, role play and various games. She undertakes observations of each child in a variety of activities. However, these are not always used to assist the childminder in planning the next steps in children's learning. Children are at home and contented in familiar surroundings where the childminder is sensitive to their needs and interests. She gathers additional information to support children's settling in and the planning of activities, for example information about their family and their likes and dislikes. They demonstrate their independence as they move around the home selecting different toys and resources to play with. Children develop an understanding of mathematical concepts through daily routines and play, such as naming the shapes when using the dough cutters. Children delight in using the different coloured glitter to make their sparkly play dough. They shape it into

biscuits and place in the play cooker, commenting that they are hot when they come out of the oven. The childminder is constantly chatting, explaining, describing what she is doing and asking questions. As a result, children's communication skills are well promoted and their learning and development supported. Children freely access a variety of books, choosing their favourite. Children are able to join in the care of the pet guinea pigs and this helps them have an understanding of living things. Children's awareness of people's differences is suitably promoted as they are able to access resources that reflect cultural diversity, such as small world figures and books.

Children routinely follow good hygiene practices, such as washing hands and have their own labelled towels to help limit the risk of cross contamination. All children enjoy the benefits of nutritious and well-balanced foods and drinks which the childminder and parents provide. They are learning to keep themselves safe through practical daily routines and the childminder's guidance on the dangers of traffic and strangers. Children practise evacuation procedures to further their understanding. Children's behaviour is good and lots of praise and acknowledgement is given for positive behaviour. As a result, they are developing good self-esteem and understand when they have done well.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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