

Inspection report for early years provision

Unique reference number	EY398434
Inspection date	22/04/2010
Inspector	Jennie Lenton

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 registered in 2009. She lives with her family in Stoke-on-Trent, Staffordshire. The whole of the ground floor is used for childminding along with upstairs bathroom facilities. There is a fully enclosed rear garden available for outdoor play. The family has a dog, a rabbit and two guinea pigs as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She regularly works with another registered childminder. When working together, a total of 12 children under eight years may attend the setting at anyone time. Both childminders have equal responsibility for the childminding practice. Currently, there are three children on roll, two of whom are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-childminder provide quality care to children in a welcoming and friendly home. All children are effectively settled and content as their individual needs are fully met. They make good progress towards the early learning goals as a wide range of stimulating activities are provided. Parents and other carers are well informed about the setting and most documentation is in place to ensure continuity of care and promote children's welfare. The childminder and her co-childminder have insight into their strengths and weaknesses and there is a strong focus on continually raising standards for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that hazards to children, both indoor and outdoors, are kept to a minimum, with particular regard to hazardous plants in the garden (Suitable premises, environment and equipment). 14/05/2010

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

- obtain written consent from parents for the transportation of children in a vehicle
- develop the planning to show how children's next steps will be fed into future activities
- link children's achievements to the expectations of the early learning goals
- develop the self-evaluation system to show how future aims will be monitored and achieved.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively as the childminder is clear about her role and responsibilities. She has attended Level 2 training on safeguarding to ensure that she is fully aware of the signs and symptoms that indicate abuse. There are clear written procedures to be followed in the event of suspected abuse and the childminder has ensured that she has up to date contact details for the Local Safeguarding Children Board. Risk assessments are carried out to ensure that resources and equipment are fit for purpose and the home is regularly checked to make sure that children's safety is promoted on a daily basis. However, the ivy in the garden has grown back, which is potentially hazardous. Children are well supervised and learn about keeping themselves safe as the childminder talks to them about safety issues. All outings are fully risk assessed to ensure children's safety is also promoted away from the home. However, consent to take children in a vehicle has not been obtained from all parents.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and has attended all required courses. Consequently, children are well supported and benefit from high quality care. Policies and procedures are in place to support the welfare and development of children and these are routinely shared with parents. As a result, parents are well informed about the care provided. Inclusive practice is successfully implemented so that all children achieve their full potential. Each child's individual needs are recognised and catered for as the childminder works in partnership with parents to meet any individual requirements. For example, dietary needs are fully discussed to ensure children are well nourished and cared for. When children go through a period of faddy eating, the childminder works with parents to provide favourite foods to ensure children are getting enough nutrients. The childminder is also developing beneficial links with other providers, such as local schools and pre-schools to promote consistent care.

The childminder is enthusiastic about developing the provision and promoting future improvement. She actively contributes to the setting's self-evaluation, working with the co-childminder on evaluating their strengths and weaknesses. She has a positive attitude towards future training and has a strong commitment to improving outcomes for children. Currently, there is no system to monitor the progress made towards fulfilling future aims.

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

Children are confident and relaxed in the childminder's care. They receive lots of attention and are treated with genuine warmth and positive regard. This enables them to develop a strong bond and enhances their feelings of self-worth. They are developing social skills and a sense of responsibility for their own actions as the childminder uses encouragement and positive reinforcement to reward them as they take turns, help to tidy up or follow rules. Any unwanted behaviour is dealt

with calmly and in an age-appropriate manner. Children's welfare and safety is also well promoted. Their health is successfully supported as they are reminded to wash their hands after visiting the toilet and before eating. The childminder holds a certificate in food safety and has registered as a food business to ensure environmental health standards are met. She promotes healthy eating, providing a varied menu which is healthy and balanced. Physical activity is also encouraged through access to the garden, walks in the local area and active indoor play such as dancing to music.

The childminder supports children's learning and development through the provision of a wide range of activities and resources. Children are able to self-select from a range of toys and have fun as they play together companionably. Their interests and preferences are respected and favourite activities and toys are always accessible throughout the day. Learning through play is encouraged as the childminder sits with children, showing interest in their activities and interacting positively. She dances around with them as they move imaginatively to 'nelly the elephant', encouraging them to have fun and express themselves. Children enjoy playing with different sized canisters, placing different items inside and working out what will fit inside. They are encouraged to group and match items to develop their skills in problem solving. The childminder also plans a variety of activities for children to engage in. They have fun making a gingerbread train, mixing ingredients to make chocolate crispie cakes or designing posters for birthday parties. They also benefit from outings to parks and playgroups as well as visits to the city farm and a sea life centre. Children learn about the wider community through these visits.

The childminder observes children as they play and makes note of their achievements. She is not yet matching these observations to the expectations of the early learning goals. This hinders the assessment process. It is also not clear how observations are used to inform future planning. However, the childminder has a clear understanding of what individual children can do and the broad range of resources ensures that they are continually developing skills as challenging and engaging activities are always on offer. Children's communication, reasoning, knowledge and understanding as well as creative and physical skills are all developing successfully. The learning environment is stimulating and extremely well resourced. The whole of the living room has been designated for childcare purposes and, therefore, children are excited and eager to play in the child-friendly environment.

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	3
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	3
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