

## Inspection report for early years provision

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<b>Unique reference number</b>	224500
<b>Inspection date</b>	06/12/2011
<b>Inspector</b>	Shirley Wilkes

<b>Type of setting</b>	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 1996. She lives with her husband and their one child aged 17 years in Stoke-on-Trent, within walking distance of local shops and amenities. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding six children on a full-time or part-time basis. Of these three are in the early years age range. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

## **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, welcoming environment, in which children enjoy their play and learning. 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. Good partnerships are developing between the childminder, parents and other agencies to ensure that the needs of all children are very successfully met. The childminder shows commitment and evaluation systems and plans for the future are fully in place and significantly enhance the outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- observe children to find out about their interests and what they can do, then analyse these observations and use the information obtained to plan for the next steps in their learning.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear and detailed policy which explains her responsibilities to refer any concerns she may have about children's welfare. She has all of the relevant information to be able to take the appropriate action if necessary. All household members have been notified to Ofsted to enable appropriate checks to be undertaken.

A detailed risk assessment has been carried out on all parts of the property and for each type of outing and the childminder ensures all identified hazards are

minimised. 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. There is a good procedure to protect children from the spread of infection, including arrangements to exclude children who have any infectious illnesses.

Good use is made of space in the home. Children can choose from the resources available to them and are able to direct their own play, helping to develop their independence. The childminder interacts well with children and in a natural and sensitive way. This ensures they are supported and able to explore the resources and activities available to them. Children are encouraged to share resources and understand and respect the values of others. They access a varied selection of resources depicting positive images of diversity. Topic activities, such as learning about different countries, cultures and beliefs through celebrating different festivals, enhance children's awareness of the wider world.

The childminder has developed a good working relationship with parents. They exchange useful written and verbally information to ensure children's individual needs are well met. Children's work, photographs and written observations demonstrate that each child is making good progress. Arrangements to share information about children's learning and development when they attend other settings have been established to ensure continuity in their care and learning. For example, when children leave the setting the childminder completes transition forms to help children move on in their care and learning.

The childminder is highly committed to her own self-development through ongoing evaluation of her practice and development which she aims to continue. She regularly attends local training events and workshops and shares good practice with other local providers at meetings. She has a very clear vision for the setting and her practice. She has fully addressed the recommendations from the last inspection successfully and this improves outcomes for children.

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

Children are content 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. The childminder provides a good range of activities to stimulate children's interest and support their learning and development. She demonstrates a good awareness of the children's interests. Children take part in purposeful play and there is a good balance of adult-led and child-initiated activities. The childminder records relevant observations of what children can do and produces a useful summary of what this means in terms of their achievements and progress. However, this is not always used effectively to inform planning and further children's development and progress.

Children develop an understanding of mathematical concepts through daily routines and play, such as, matching and sorting shapes and colours and singing number rhymes. Children's language development is well-supported by the childminder through positive interaction. For example, she talks to the children as they play, encouraging their language development. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. She promotes children's understanding about their local community by visiting local carer and toddler groups where children met with their peers and other adults. They are beginning to learn about their local society and diversity during walks to local shops and parks. They demonstrate their independence as they move around the home selecting different toys and resources to play with. Good maintenance and organisation of equipment and toys enables children to use the resources imaginatively and follow their natural curiosity as learners.

Children take part in activities, such as planting and growing flowers which helps them to understand how things grow. A good range of programmable toys gives them opportunities to acquire basic skills in operating simple equipment. Children's physical skills develop effectively through walks to their local amenities and use of the equipment at their local playgroups and parks. These all offer sufficient resources and challenges to advance their physical skills.

Children routinely follow good hygiene practices, such as washing hands. They enjoy the benefits of nutritious and well balanced foods and drinks which the childminder and parents provides. Children learn to keep themselves safe through practical daily routines and by practising the emergency evacuation procedure. Children's behaviour is suitably managed as the childminder employs appropriate methods to help children to learn about right and wrong. Children receive lots of praise and encouragement for their achievements. 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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