

Inspection report for early years provision

Unique reference number	EY426963
Inspection date	12/12/2011
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 was registered in 2011. She lives with her husband and three-year-old child in Leek, Staffordshire. The whole of the childminder's house is used for childminding and there is an enclosed garden for outside play. The family has a pet cat and a hamster.

The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. A maximum of five children under eight years may attend at any one time, of whom two can be in the early years age range. Currently there are four children on roll, all of whom are in the early years age range.

The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have lots of fun in the childminder's warm and welcoming home. Their learning and development is successfully promoted as they are provided with a wide range of toys and resources that engage and stimulate them. The childminder works effectively in partnership with parents to meet children's individual needs. Most policies and procedures are in place to promote children's welfare. Self-evaluation processes are developing.

What steps need to be taken to improve provision further?

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

- obtain written permission for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 18/12/2011
- carry out a full risk assessment for each specific outing (Safeguarding and promoting children's welfare). 18/12/2011

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

- develop the self-evaluation system to identify future goals for continual development.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her role and responsibility in relation to safeguarding and understands the signs and symptoms that might indicate abuse. A comprehensive written policy is in place which includes all relevant details to ensure prompt referral to relevant agencies if required. Clear risk assessments are also in place to protect children throughout the home. Consequently, children access a safe environment, where they can move about freely with little risk of accident. Children also learn about how to keep themselves safe as they are regularly taken on local trips, where they learn about road safety and the importance of staying together. However, the childminder has not completed written risk assessments for the outings.

The childminder is committed to her role and has attended all required courses to ensure her knowledge is up to date. She is focussed on ensuring children are well cared for and have fun. She organises her home and her own time to maximise their enjoyment, ensuring all resources are easily accessible and that each child is given plenty of positive attention. Written policies are in place to underpin her practice. These are all written to a good standard and are routinely shared with parents. Parents are welcomed into the home and relationships are effectively built to ensure that children are cared for in accordance with their wishes. Details about any individual need, such as allergies or medical conditions are collated at the start of a placement so that the childminder can promote children's health and well-being. However, the childminder has not obtained consent for the seeking of emergency medical advice or treatment for every child.

The childminder has started the process of self-evaluation and has a suitable understanding of her own strengths and weaknesses. She has not identified any future goals but does reflect on her practice and makes improvements as required. For instance, she now uses individual planning sheets for each child to ensure that activities and next steps are personal to each child. This helps with their development as the childminder is able to focus on individual need.

Where children attend other settings, links are made with the child's key person at this establishment so that the childminder can successfully work with them to ensure continuity of care. The childminder welcomes children from different backgrounds and with different abilities. She finds out about any special requirements from parents, incorporates different festivals and languages in the home and works towards individual targets and goals to ensure all children are supported to meet their full potential.

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

Children thoroughly enjoy their time at the childminder's home. They are constantly giggling and chatting as they interact positively with each other and with the childminder. They are engaged in fruitful activity as they are provided

with a wide range of toys and resources that meet their learning and development needs. They have plenty of opportunities to engage in free play where they explore their imagination, using pieces of wool to create trails for a game of hide and seek, or playing 'mummies' as they dress baby dolls and talk on toy telephones. They also benefit from adult-led activities, such as painting and trips to the childminder's allotment where they make 'mud pies' or tend to vegetables, and outings to playgroups and parks.

A full range of skills are developed as the childminder plays alongside the children, skilfully interacting and promoting their learning through play. Basic mathematic and communication skills are developed as they count the cars they see on outings and discuss the different coloured doors on the houses and signs as they go by. Their understanding of the world is promoted as they learn how to grow vegetables and explore the natural world. Children's personal, emotional and social skills are also well promoted as they regularly mix with others at playgroup sessions and develop their independence as they are supported through potty training and other developmental stages. Independence is also encouraged at mealtimes, where children choose the type of fruit that they would like and are encouraged to help tidy up.

The childminder observes children as they play. She tracks their achievements and ensures that any gaps in development are followed up. This is effectively managed as planning takes account of individual levels of attainment. Activities are provided to challenge children and promote their development while being flexible enough to respond to children's changing wants and needs. This ensures children are always engaged in the activities on offer as their interests are positively responded to.

Children behave well. They show respect for each other and are aware of the rules of the home, which are easily understood. Children know they must take turns and share with each other. Their health is well promoted as children with infectious illnesses are excluded in order to protect the well-being of others. Clear hand washing routines, before meals and after visiting the toilet, help children understand how to take care of their own health. Individual towels help to reduce the possibility of cross-contamination. Daily trips to the local park or outside play in the garden ensure that children have plenty of fresh air and room to exercise. They enjoy going on the trampoline or using the larger equipment at the park. They also enjoy dancing in the home and jump around energetically as they play a game of catch with some balloons. As a result, their physical development is also flourishing.

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	3

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	3
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

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

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