

Inspection report for early years provision

Unique reference number	312640
Inspection date	20/04/2009
Inspector	Ann Coggin
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since May 1996. She lives with her husband and adult daughter in the Marton area of Middlesbrough. The property is close to shops, parks schools and public transport links. The whole of the ground floor of the property is used for childminding with the toilet facilities situated on the first floor. The family pet is a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years range. She is currently minding five children in this age group and also cares for a child before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder holds a level 3 childcare qualification and is a member of a childminding support group. She collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder sensitively offers children support in activities and daily routines so that they are fully included and benefit from the opportunities she provides. The childminder's effective approach to using children's observations and assessments to inform the daily planning ensures that they are offered a wide range of appropriate activities that reflect their current developmental needs. She has a secure understanding of each child's individual needs and builds strong partnerships with parents. The childminder is committed to the children and monitors her provision regularly to ensure that the children are offered a stimulating and safe environment.

What steps need to be taken to improve provision further?

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

- continue to develop resources to promote diversity and develop knowledge about other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of others
- ensure the complaints procedure for parents includes Ofsted's address and telephone number.

The leadership and management of the early years provision

The childminder is pro-active in ensuring that she is fully aware of the requirements. She has successfully implemented the new procedures required by the Early Years Foundation Stage to meet the needs of the children. She monitors her provision and makes any changes needed to enhance the provision for the

children. The childminder is very well organised in her approach to childminding practice. She has developed a range of policies and procedures and shares these with parents to ensure that the needs of all children are met. Most required records for the safe and efficient management of her provision are in place. However, the complaints procedure does not include the details for Ofsted.

The childminder organises her day to ensure the needs of the individual children are met. She takes time each day to complete individual diaries and discuss with the parents their child's day, keeping them fully informed of their child's experiences and development. Parents are fully aware of the records kept on their children and how they link to the early learning goals. Parents are confident to leave their children in her care knowing that they will be well cared for and be offered a range of activities to promote their learning.

Children's welfare is safeguarded and promoted by the childminder's clear understanding and knowledge of the procedures to follow if she had concerns about a child. The childminder carries out and reviews thorough risk assessments of her home, activities and outings to make sure that hazards to children are minimised or removed. Children gain a good understanding of issues such as safety in the home, stranger danger and road safety through ongoing explanations and good daily practise.

The quality and standards of the early years provision

The childminder organises her home effectively to facilitate children's play. She plans activities to cover all areas of learning and provides interesting resources for the children. She has a good understanding of the EYFS and has effective procedures in place for gathering information about children. Her use of daily observations mean that she has a clear knowledge of their individual interests and current developmental needs and uses this to plan for the next steps in their individual learning. The children are confident and have warm close relationships with the childminder. Children are valued and respected as individuals; the childminder strives to ensure that all children are treated equally according to their individual needs. They are encouraged to respect each other's values and feelings by talking through any problems, learning about taking turns and how to share and respect each other. However, they do not have many experiences which promote an understanding of the wider world or other cultures.

The play equipment and resources are suitable for the children attending; there is a good variety and children are able to make independent choices. Children are involved in a range of planned and spontaneous activities, which support their development and learning. For example, they visit local parks and farms, undertake simple cooking tasks, such as making chocolate cakes and baking biscuits. They enjoy painting activities using different textures and materials. For example, making a winter scene using cotton wool twigs and glitter. They also enjoy splatter painting, painting pictures of trees using hand prints, play in the snow and explore sand, water play and play dough. The childminder ensures that all play experiences are used for learning opportunities. For example, when constructing with plastic bricks the childminder will name the colours clearly,

encouraging the children to repeat and identify for themselves the colours, increasing their vocabulary and knowledge. Children eagerly sit with the childminder to read books, excitedly reading the story of the 'hungry caterpillar' counting the food it eats and anticipating what comes next. This is followed by insect matching game which the childminder developed herself.

Children are encouraged to appreciate and explore their environment. They collect leaves to make collages, plant seeds water them and watch them grow and visit the farm and local park where they feed the animals and hold small animals, such as mice. They regularly attend toddler groups and soft play sessions where they learn to mix and socialise with other children.

Children learn about keeping themselves safe and are appropriately restrained when travelling in the car. When walking to school or the local park children are given clear boundaries to ensure that they can be fully supervised and do not wander away and talk to strangers. They know what to do if an evacuation of the home is necessary. They wash their hands before eating and after messy play, and they choose from a range of health foods for snack, such as fruit, cheese and bread sticks. They sit at the table together with the childminder for meals and snacks making it a social occasion. She gently reminds them of their manners and ensures they know how to behave at the table.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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