

Inspection report for early years provision

Unique reference number	313721
Inspection date	18/09/2008
Inspector	Eileen Grimes
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her parents and two brothers. They live in a village outside of Durham, close to schools and local amenities. The childminder uses the ground floor for childminding. There is an enclosed play area to the rear of the house which children are able to access for outdoor play.

There are systems in place to support children with English as an additional language and children with learning difficulties and disabilities. She attends the local toddler groups and takes children to the park and nearby leisure centre. The family has a cat.

The childminder is registered to care for six children at any one time. She is currently caring for six children of which four are over eight years.

Overall effectiveness of the early years provision

The wide range of good quality, developmentally appropriate toys and resources provide children with opportunities to have fun and enjoy themselves helping them to make progress in all areas of learning. Excellent relationships exist between the childminder and the children. She has an extensive knowledge of their individual needs, which ensures rich stimulating activities are provided and that children thrive in a fully inclusive setting. Good priority is given to children's health and safety and children develop an understanding and respect of adults, peers and their environment. Most documentation is in place to support the care given to children. The childminder shows a sound capacity and motivation to self-evaluate and improve her provision. She has begun to consider her own practice and training needs in relation to the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- keep a record of complaints and any subsequent action taken
- ensure children are able to value diversity and differences

The leadership and management of the early years provision

The childminder has a very sound knowledge and understanding of the Early Years Foundation Stage. She holds a current first aid certificate and has recently undertaken training on various aspects of early years practice. She shows a sound capacity to make necessary improvements. This is exemplified in the way she has addressed the recommendations made at the last inspection and in the implementation of records for parents and attendance records.

Children are safeguarded as the childminder has attended a relevant course and she has a very sound understanding of what to do in the event of a child protection concern. Detailed risk assessments are undertaken daily to ensure the protection of children's health and safety both inside and outside the home. Most documentation is satisfactorily in place to promote children's welfare and policies have been adopted and revised on a variety of issues to inform parents of the sound practices in place to meet children's needs. However, there is no complaints book available for parents to record any complaints. Reasonable steps are taken to ensure children's health is promoted through systems to reduce cross-infection, such as an effective sickness policy.

The very well organised home environment gives the children plenty of scope in which to have fun and enjoy themselves; for example, there is ample room in which to play and a wide range of good quality toys and resources from which children have the freedom to choose.

Parents are valued and regular verbal communication, as well as written policies and record keeping, ensures that there is a suitable exchange of information. Parents discuss children's needs and abilities with the childminder, and are fully included in systems to address children's future learning needs.

The quality and standards of the early years provision

The childminder is completely focused on the children during the time they spend with her. This helps the children to feel secure and offers them effective support as they strive to learn new concepts and acquire new skills. The childminder's home is welcoming and well organised, with children's art work attractively displayed. Clear floor space allows the children to move around freely and teaches them how to negotiate space safely. Children have easy access to the wide range of toys and equipment, which enables them to initiate spontaneous activities. Good relationships exist between the childminder and the children as she knows them well. She uses this knowledge, as well as observations and assessments of the children, to effectively plan interesting activities for the children. These include a mix of indoor and outdoor activities, such as painting, role play, and walks to the park, to offer children different experiences that challenge and excite them. Children are helped to begin to understand and value other social groups, as the childminder talks about various cultures and religions. However, resources which support this learning are limited. Children are encouraged to help tidy up so encouraging them to be socially responsible. They are beginning to build skills for the future that will help them become good learners.

The partnership with parents is sound. Parents are encouraged to make suggestions about and a contribution to their children's learning, and they share this knowledge with the childminder on an ongoing basis through frequent discussion. This results in a balanced daily routine that is in tune with the needs of individual children.

Children are active and well-settled as they receive understanding, warmth and support from the childminder. She has considered the risks in her home and has

acted responsibly to reduce the possibility of accidents occurring. Healthy drinks are provided and children's dietary issues are discussed with parents to ensure children's needs are met. The childminder ensures children take exercise as they regularly play outside and take walks to the parks. Children develop a sense of belonging as they become familiar with their surroundings and the childminder's family. The childminder maintains a clean home and employs hygienic procedures such as careful nappy-changing procedures. Children begin to learn about safe and healthy practices as they are encouraged to wash their hands regularly and also the childminder reminds them of safety risks when outside on walks.

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?	3
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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.