

Inspection report for early years provision

Unique reference number	313876
Inspection date	17/11/2008
Inspector	Sharon Greener
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 was registered in 1992 and has been childminding for 27 years. She lives with her husband and adult son. They live in the residential area of Carrville, Durham. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. The childminder is registered on the Early Years, and compulsory and voluntary Childcare Registers. She is registered to care for a maximum of six children aged under eight years.

There are six children on roll aged from one year to under eight years. She also cares for children aged over eight years. The childminder cares for children on weekdays from 6.30 to 18.00 for 50 weeks of the year. She is currently working towards a level 3 and holds a current paediatric first aid certificate. She takes and collects children from the local schools and attends the local parent and toddler groups several times each week.

Overall effectiveness of the early years provision

The childminder values parents' views and knowledge, acknowledging their key role in helping her to enable children to make very good progress whilst in her care. She provides a welcoming, inclusive environment where children are recognised and valued as individuals. She has a good understanding of the Early Years Foundation Stage. Suitable links are established with other providers in order to meet children's individual needs. The vast majority of documentation is in place and, although there is no written evaluation process, the quality of service, care, and education are well assessed.

What steps need to be taken to improve provision further?

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

- ensure that written risk assessments are reviewed regularly and include those for all outings
- continue to increase knowledge of the Early Years Foundation Stage to support children's learning and development
- continue to develop links with other providers to ensure their involvement has a positive impact on children's learning and development.

The leadership and management of the early years provision

The childminder reviews her practice and targets elements for improvement satisfactorily. The vast majority of the required documentation is in place and is very well organised. She has a suitable awareness of the management and recording of complaints. Satisfactory risk assessments procedures are in place regarding indoor and outdoor environments. Basic written risk assessments are completed daily with more comprehensive assessments carried out periodically.

However, these are now in need of updating. Not all outings are fully risk assessed. Security within the home is very well maintained and appropriate safety equipment is in place. Resources and equipment are checked frequently to ensure they remain suitable for use.

The childminder supervises children closely. She has a very good understanding of the majority of policies and procedures and uses them effectively to promote children's welfare. The childminder shows a suitable awareness of the action to be taken to safeguard children from harm. The recommended child protection literature and contact details for the Local Safeguarding Children Board are available for reference purposes.

Documentation outlining the policies and procedures used and the service provided is shared with parents. The childminder works cooperatively with parents to gradually introduce children into her care. Visits are used to allow them to become familiar with her, her family and home. Pertinent information is obtained from parents regarding children's individual needs and preferences. The childminder monitors and records developmental information for each child and uses this effectively to establish a very good understanding their needs and stages of development. Through this she identifies the next steps in specific areas of each child's development. This allows her to plan a broad range of appropriate activities and learning experiences to enhance each child's learning. Parents are kept very well informed of their children's progress, day-to-day activities, and events. This is achieved through a combination of verbal feedback, a diary system, newsletters, and respective parent's access to their children's developmental and observational records. This enables them to support their child's learning at home by mirroring activities they enjoy. The childminder has started to form links with other provisions. She shares information with teaching staff in the schools children attend to help promote their progression and continuity of learning and care.

The quality and standards of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage. She plans and evaluates activities effectively to ensure children make very good progress towards the early learning goals. The organisation of space enables children to self-select resources and make choices from a wide variety of age appropriate activities within the constraints of safety. This fosters their decision-making and independence skills. Young children enjoy choosing books and playing with farm animals and accessories. Older children attending out of school hours particularly enjoy creative activities. Children benefit from a very good balance of adult-led activities and child-initiated play. The childminder initiates activities, such as, singing, story telling, action rhymes and special creative activities and helps older children with homework.

Regular outings are included in the programme of activities. Children visit local parks; children's play areas, soft-play facilities and go for walks. They play in the garden and a good selection of resources is provided to promote their physical development. Younger children attend playgroup several times a week where they access additional play experiences. The childminder recognises and praises

children's efforts and achievements. This nurtures their confidence and positive self-esteem. Children's communication skills are very well fostered. The childminder talks warmly to children and encourages them to respond, whether through spoken words, facial expressions, or gestures.

The childminder demonstrates sufficient understanding of equal opportunities and the importance of raising children's awareness of diversity and promoting positive attitudes. An adequate selection of resources is provided to help promote the various aspects of diversity. She has a satisfactory understanding of how to support children with learning difficulties, disabilities and those with English as an additional language. She recognises the need to liaise with parents and other professionals to ensure children's needs are well met. Children are encouraged to take part in a variety of activities and are well challenged. They are able to participate at their own pace and level within a very supportive environment. The childminder manages children's behaviour effectively through the use of age appropriate strategies. They respond positively to this and their behaviour is very good.

The childminder has a very good understanding of health related policies and procedures. Children are encouraged to adopt suitable, personal, hygiene practices. Hygiene standards throughout the home are high. The childminder holds a level 2 Food Hygiene certificate. Healthy eating is encouraged and menus are discussed with parents. Meals and snacks provided are nutritious and fresh drinking water and suitable drinks are available to children. The childminder helps to raise children's awareness of safety matters and the need to preserve their safety and that of others. For example, she speaks to children about the rules in place, such as, road safety and staying close to her during outings. Boundaries are reinforced through gentle reminders when necessary.

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.	3

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.