

Inspection report for early years provision

Unique reference number	EY246806
Inspection date	16/10/2008
Inspector	Pauline Pinnegar
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 February 2003. She lives with her husband and two children aged 10 years and three years old. They live in a house in Stockton which has shops, schools and parks within walking distance. The whole of the ground floor and the first floor bathroom and toilet is used for childminding. Children have access to a rear garden. There is good access to most of the childminder's premises. The family has pet guinea pigs.

The childminder is registered to care for a maximum of five children under eight years. She offers a full time service, including before and after school care. She is currently caring for four children within the early years age group. She also cares for two children aged between five years and eight old and one child over eight years. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are safeguarded and well protected. An all inclusive environment is encouraged as children's unique qualities are valued and respected. All children are warmly welcomed into a friendly home where they take part in a suitable range of activities. Satisfactory procedures are in place to gather relevant information from parents and other early years providers about the children. However, this is not fully reflected in written observations to clearly plan the next steps in children's development. The childminder has made an initial start to the self-evaluation of her practice but this is not robustly established to clearly plan for continuous improvements.

What steps need to be taken to improve provision further?

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

- improve the procedures for self evaluation and monitoring of the provision to ensure continuous improvement.
- develop the systems for observations and assessments involving parents to promote children's learning and inform planning the next stages of development
- develop the links with other providers delivering the Early Years Foundation Stage in order to ensure the progression and continuity of learning, development and care.

The leadership and management of the early years provision

The childminder is committed to developing her practice through ongoing training and development. This not only updates her own understanding and development, but helps to improve the quality of service she provides for the children. The childminder has a sound understanding of her role in safeguarding children. All of the required records, policies and procedures are implemented effectively to promote children's welfare. The childminder completes safety checks on a daily basis plus comprehensive written risk assessments to ensure that children are kept safe. She explains why rules are needed, recognising the importance of involving children actively in managing their own safety. Activity planning includes the use of road traffic 'props' to help raise children's awareness of keeping themselves safe. Children also practise the emergency evacuation procedure on a regular basis.

Children benefit from an inclusive service, where all parents and children are made very welcome. The childminder is committed to working in partnership with parents. She recognises the importance of developing partnerships with parents and other early years professionals in order to promote children's learning and the next stages of development. However, as yet, secure links are not in place. She keeps parents well informed about their children's progress by sharing full information each day, often both verbally and through written diaries. This helps children to feel secure and ensures that information to promote their welfare is shared. Letters from parents reiterate the childminder's skills and abilities in caring for their children.

The childminder demonstrates that she is able to make necessary improvements as she has improved security measures within the home to ensure children's safety and the registration certificate is now displayed clearly for parents' information. This contributes to effective organisation and better outcomes for children. Although the childminder does reflect on her practice, systems for self evaluation of the provision to ensure continuous improvement are not sufficiently robust.

The quality and standards of the early years provision

Children make sound progress in their learning and development. They independently access a good variety of toys and resources which supports their learning. The childminder knows the children well and takes their individual needs and interests into consideration when planning activities so all are fully included. Children engage happily in their play, which is mostly child-led, and interact very well with the childminder and each other. They enjoy role play, putting on hats and playing with the cars. Babies practice their manipulative skills as they attempt to stack the toy barrels. Children are able to snuggle close to the childminder as she reads simple picture books. They benefit from the caring, loving and affectionate relationship established with the childminder. This demonstrates the childminder's affection towards children and helps to build their self-esteem. Easy access to books and regular trips to the library, and the introduction of new words during play, effectively extends children's language skills and vocabulary. The childminder has a sound understanding of child development and the Early Years Foundation Stage statutory framework and practice guidance. She is beginning to reflect this in her practice and has satisfactory awareness of what is required for the next steps in children's learning. However, she is not yet using her observations and assessments

fully to enable her to do this effectively.

Babies are supported in the development of their walking skills. They are beginning to walk holding the childminders hand and enthusiastically crawl around the room helping themselves to toys. There is a varied range of outdoor play equipment contained in the childminder's garden and children also enjoy regular outings which contribute to their health and well-being. They enjoy outdoor activities such as, visits to parks, soft play facilities, and football locally. They use large apparatus which helps their physical development and learn to behave in ways that are safe for themselves and others. During a recent trip to the park older children collected leaves and conkers and made collage pictures and books on their return home extending their learning. This means that all children can have great fun developing whilst developing their physical skills. Children are beginning to gain an understanding of their community and visit places of interest such as museums and farms. Resources are stored at a low level so that they can initiate their own independent choice and decision making during the day. Children are encouraged to join in and learn about taking turns and sharing, which promotes their personal, social and emotional development, as a result, they behave well.

Children's health is well promoted. They learn about healthy living and healthy eating through the role model shown by the childminder. Children are provided with a nutritious snacks such as, yoghurts, fruit and cheese at snack time. Parents provide packed lunches during the day. Children begin to learn appropriate hygiene practices. They are encouraged to wash their hands after toileting and before and after eating. The childminder takes the necessary steps to prevent the spread of infection, and appropriate action taken when children are ill. Children enjoy outdoor activities.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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

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

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.