

Inspection report for early years provision

Unique reference number	EY369618
Inspection date	08/12/2008
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 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and four years. They live in a village outside of Durham City, close to schools and local amenities. The childminder uses the whole of 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. The childminder attends the local toddler groups and takes children to the park.

The childminder is registered to care for five children at any one time. She is currently caring for five children, of whom two are within the early years age group.

Overall effectiveness of the early years provision

Children's welfare is promoted extremely well and is underpinned by policies, procedures and assessment systems that are rigorously implemented, individual to the childminder and reflect the uniqueness of the children being cared for. The childminder ensures all children's individual needs are met and works hard to foster inclusion. She has developed a very strong partnership with parents which contributes effectively to her knowledge and understanding of children's individual needs. The childminder continually monitors her practice and sets realistic, achievable targets which she meets, to move her practice forward. Her capacity to maintain continuous improvement is excellent.

What steps need to be taken to improve provision further?

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

- develop skills in observations and assessment to identify learning priorities and plan relevant experiences for each child.

The leadership and management of the early years provision

The childminder manages her childcare practice very effectively. All documentation is robust, well presented and easily accessible. Policies are easily available to all parents and the childminder plans to continually review and update these in line with changing practice. She provides a welcoming and comfortable home which is clean and safe for young children. Rigorous risk assessments which cover the home, garden and outings reduce the possibility of accidents, and the childminder holds a current paediatric first aid certificate ensuring that children are well cared

for in the event of an injury. The childminder is clear about procedures to follow to safeguard vulnerable children and ensures that all adults in her household have appropriate background checks. She demonstrates a sound understanding of how young children learn and develop. She shows a strong commitment to inclusive practice, supported by an effective equal opportunities policy, and takes great care to find out about and meet children's individual needs. Reflective self-evaluation procedures highlight the childminder's strengths and show how she is able to develop her practice effectively, such as attending appropriate training, experimenting with different methods of recording children's progress and seeking feedback on her practice from parents.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals in every area of learning. The childminder's constant engagement with the children encourages their language and thinking and helps them to gain the maximum enjoyment and benefit from their activities. They are happy, well settled and very eager to play and learn. They play in an enabling environment where first-class resources are set out very accessibly, for example, the kitchen/dining room accommodates creative activities and small world play, and the living room is set out with high quality activities including treasure baskets. The childminder knows each child and uses this knowledge to inform her activities. Although there are planning and assessments in place, these should be further developed to ensure they identify learning priorities and plan relevant experiences for each child. Children enjoy listening to stories read by the childminder, fostering their interest of reading and books. They enjoy exploring with the snow and watch the changes that happen as the snow melts, and making pictures. These pictures are then displayed around the home, developing children's pride and self-esteem.

Children are kept very healthy in the setting as they learn the importance of good hygiene; for example, they wash their hands before they eat and dispose of tissues hygienically. They enjoy fresh air every day as they go on walks and outings. Children also develop their large muscles at activity groups. They are well cared for in the event of having an accident as the childminder has all systems in place to respond appropriately. Children are kept safe as the premises are very secure. Excellent use is made of risk assessments to inform and support practice; for example, any risks associated with specific outings are addressed promptly and efficiently. The home is free of hazards.

The childminder has developed very sound relationships with parents. Parents are kept very well informed, both verbally and in writing, through the daily diary system. They are encouraged to contribute to their children's learning. The childminder's positive approach to partnership working ensures that she collects parents' views and comments, and responds to any issues raised. Parents state that they are happy and confident with the care she provides, and are kept well informed.

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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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 registration.

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.