

Inspection report for early years provision

Unique reference number	305855
Inspection date	17/12/2008
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 1996. She lives in the Norton area of Stockton-on-Tees with her husband and two teenage children. The whole of the ground floor is used for childminding and there is a fully enclosed rear garden available for outdoor play. She lives close to a number of local amenities including shops, parks and schools.

The childminder is registered to care for a maximum of six children under eight years. She offers a part-time service, including after school care and school holidays. She is currently caring for six children, of whom two are in the early years age group. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder builds warm relationships with children. She liaises closely with parents and has a secure knowledge of children's care needs, helping her plan appropriately for their inclusion. Children are happy and settled in the warm and welcoming environment. A set of clear policies and procedures are implemented effectively to ensure the children's welfare is promoted successfully. However, the safeguarding policy does not clearly reflect the Local Safeguarding Children Board procedures. Clear systems for self-evaluation are not in place to bring about continuous improvement; planning, observation and assessment of children's learning and development are in the early stages of implementation.

What steps need to be taken to improve provision further?

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

- update knowledge of the procedures of the Local Safeguarding Children Board
- develop systems for observing and assessing individual children's progress in order to plan for the next steps in their learning and development
- develop systems to clearly track children's progress towards the early learning goals
- reflect more actively on everyday practice to identify key areas for improvement and enhance the outcomes for children.

The leadership and management of the early years provision

The childminder attends some training courses to improve her own personal development, knowledge and skills of her childminding practice. For example she

has attended Early Years Foundation Stage workshops. The childminder verbally outlined some of the areas where improvements are required, however, these are not recorded or reflective self-evaluation maintained. All previous recommendations have been completed to effectively bring about improvements to the provision and outcomes for children.

The childminder has a sound understanding of her responsibility to safeguard children, but does not have a thoroughly up-to-date awareness of the procedures of the Local Safeguarding Children Board. Children are cared for in a safe and secure environment. The premises are well organised to allow children free movement in safe areas. Risk assessments cover all areas and ensure that children remain safe, both in the home and on outings. The childminder has considered safe evacuation in an emergency which includes a written plan and practise evacuations with children. She actively involves children in promoting a safe environment, so they begin to take responsibility for their own safety. For example, they know they must walk carefully down the step into the conservatory.

The childminder communicates effectively with parents on a daily basis using daily diaries, so that they are kept well informed about their child's welfare and progress. Parents share information about their child's individual needs so that the childminder gets to know children and their family very well. This helps children to feel secure, valued and included. She demonstrates a positive attitude to diversity and difference, so children learn to value difference in others. The childminder verbally finds out about children's starting points to help her plan suitable activities. All children have the opportunity to join in and enjoy a range of age appropriate resources and activities. The childminder has a basic awareness of the learning and development requirements of the Early Years framework. She is not using observations in her practice to effectively plan for the next steps in children's learning and to track their progress more effectively.

The quality and standards of the early years provision

Children are happy and contented and settle easily into the warm and relaxed environment. They can freely access resources for themselves which promotes their independence. Children use their imagination well as they eagerly prepare meals using the toy food and microwave. The childminder engages them in conversation and reinforces their language. She uses her sound knowledge of child development to skilfully extend their skills and knowledge, as she routinely introduces colours, names of animals, and new vocabulary into their play to ensure learning is meaningful. Children enjoy the activities, which are appropriate for their age and stage of development. They explore creatively as they play with the farm animals. The childminder sits on the floor to join in their play and constantly talks to them about what they do to help them make sense of things. Children have fun using the small world toys, pretending to clean and change the dolls nappy using wipes. They enjoy painting activities and use malleable materials such as modelling dough. They are beginning to practise early writing skills and mark making as they write letters to Santa Claus.

The childminder notices what the children do and has a sound awareness of child

development. However, the systems in place to plan activities, observe and assess children's development are not fully developed, therefore, information on children's progress is limited. The childminder is however sensitive to individual needs, so that children have a real sense of security and belonging. Children behave well because the childminder praises them frequently and sensitively acknowledges their achievements. Simple house rules are reinforced consistently in everyday routines, so that children clearly understand expected behaviour, like hand washing before meals and helping to tidy away the toys. The childminder has a positive and consistent approach, which supports children's ability to manage their own behaviour.

Children enjoy outdoor activities. They learn about their local community as they walk to school, visit the local toddler group and feed the ducks on the local village green. Children also enjoy outings to visit the local farm and go on nature walks to collect leaves. Children's health and welfare is promoted. They learn basic hygiene practices as they wipe their hands before eating their lunch. Children are provided with snacks such as fruit, but parents mostly provide all drinks and food. They independently access their drinks throughout the day. Children begin to learn how to keep themselves safe through the fire safety practises held regularly and through instruction when out walking.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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.