

Inspection report for early years provision

Unique reference number	EY232873
Inspection date	16/12/2008
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 has been a registered childminder since November 2002. She lives with her husband and their daughter aged 14 years. They live in the High Grange area of Billingham. The premises are situated within easy walking distance of shops, schools, parent and toddler groups. The whole of the ground floor and the bathroom upstairs are used for childminding. The children have access to an enclosed rear garden. The family has a pet dog.

The childminder is registered to care for a maximum of six children and is presently caring for seven children, of whom, three are in the early years age group. She cares for older children before and after school. Children attend on a part-time basis. 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. She provides a welcoming, homely environment where children are able to select resources independently. She is beginning to develop written observations of children as they play to help her ensure activities offered meet individual needs and interests. However, they do not systematically support planning for progress and clearly define next stages in development. The childminder has some awareness of her own development needs and has accessed some training opportunities, however, systems to evaluate the effectiveness of her practice in promoting the outcomes for children is not clearly established. Required procedures to safeguard children's welfare are in place.

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
- analyse the information gained from observations to clearly plan the next stage in children's development
- develop the assessment arrangements to clearly track children's progress
- reflect more actively on everyday practice to identify key areas for improvement and enhance the outcomes for children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a record of the risk assessment is in place and clearly states when it was carried out, by whom, date of review and any action taken following a review or incident(Documentaion)

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The leadership and management of the early years provision

The childminder has a satisfactory awareness of the learning and development requirements of the Early Years framework. She recognises the need to develop and extend the use of observations in her practice, to help her plan more effectively for the next steps in children's learning. However, systems are not established to enable her to reflect systematically on her practice to evaluate how effectively she is promoting the outcomes for children. This reduces her capacity to build on strengths and identify any areas for future improvement. The childminder has successfully addressed all the recommendations made at the last inspection which has improved children's health and well-being overall.

Required records, policies and procedures are in place and implemented effectively to promote children's welfare. Children are cared for in a safe and secure environment. 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. Risk assessments cover all areas and are appropriate to ensure that children remain safe, both in the home and on outings. However, the childminder does not maintain a written record of risk assessments which is a specific legal requirement. The childminder actively involves children in promoting a safe environment, so that they begin to take responsibility for their own safety. For example, they know they must not run indoors.

The childminder communicates effectively with parents on a daily basis, so that they are kept informed about their child's welfare and aspects of their progress. Parents share information about their child's individual needs, so that the childminder gets to know them 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 '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 quality and standards of the early years provision

Children are settled and very relaxed in the childminder's care; they feel at home. She is 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. The childminder helps children to make progress in communication, literacy, numeracy and information and communication technology. They have good access to various electronic and programmable toys and love to read simple picture books. Good standards of cleanliness are maintained throughout the setting to help prevent the spread of infection and minimise the risk to children from germs. Children gain an understanding of hygiene practices, such as washing their hands when

appropriate.

The childminder finds out about children's interests and interacts with them well as they play, developing their language and social skills. Activities in the daily play environment reflect children's interests and support all areas of their development. The childminder has begun to make simple, written observations of what children do and enjoy which include photographs to reflect the range of children's experiences. As yet, links between these observations and planning of activities for children's next steps are not firmly established. However, the childminder is working on ways to establish more effective use of the Early Years framework 'development matters'. She recognises the need to increase her understanding of the development phases in planning, to challenge children and extend their opportunities for independent learning as their progress is not effectively tracked.

Children freely select resources from what is available and ask if they want others. Creative and exploratory activities are routinely planned, for example, children enjoy play dough, paint and collage. Younger children particularly enjoy exploring 'treasure baskets' with a range of media such as shells, corks and wooden spoons. Early problem solving skills are promoted through the use of simple shape sorters, building bricks and simple jigsaws. The childminder ensures children have some opportunity each day to enjoy outdoor activity and fresh air. She talks with them about the importance of exercise for good health. Everyday routines help them think about healthy eating and self-care. Children are helped to think about keeping themselves safe, for example, learning about road safety. They learn about their local community and develop social skills, when they visit the park, local groups, farm and enjoy nature 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?	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?	3
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?	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?	3
How well are children helped to make a positive contribution?	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed to safeguard children from abuse or neglect and ensure this complies with Local Safeguarding Children Board procedures (CR2.1) (also applies to the voluntary part of Childcare Register).

30/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (CR2).

30/12/2008

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.