

Inspection report for early years provision

Unique reference number	EY379176
Inspection date	14/01/2009
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 August 2008. She lives in the Ingleby Barwick area of Stockton on Tees with her partner and their two children aged five years and two years old. The whole of the ground floor and her children's bedrooms on the first floor are used for childminding. There is an enclosed rear garden available for outdoor play. The childminder lives close to a number of local amenities including shops, parks and schools.

The childminder is registered to care for a maximum of four children under eight years. She offers a full-time service, including out of school care and during school holidays. She is currently caring for three children in the early years age group. The childminder is a member of the National Childminding Association.

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

Overall effectiveness of the early years provision

Children thrive in this well managed, stimulating childminding provision which provides an inclusive service for them all. They make good progress in their learning and development as they enjoy a variety of play experiences that are well planned to meet their individual needs. Good working partnerships with parents ensures the children receive continuity of care and that communication is open. However, partnerships with other early years providers is not fully developed. Methods for self-evaluation is in the early stages of development to highlight both areas of strength and those areas where further development may improve the outcomes for children in the childminder's care.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for self evaluation to support continuous improvement
- continue to develop links with other early years providers to ensure continuity of care and learning
- develop the educational programme to include more opportunities for children to develop knowledge and understanding of the wider world.

The leadership and management of the early years provision

The childminder is guided in her practice through a clear set of policies and procedures and comprehensive record keeping is in place and well maintained. The provision is well organised so that children can develop their independence. Children benefit from a good range of activities that meet the requirements of the

Statutory Framework for the Early Years Foundation Stage. Overall, the childminder effectively ensures the children's safety in the home and on outings. She carries out risk assessments of the indoor and outdoor environment and regular outings, in order to minimise potential hazards to children, these are clearly dated and signed. The childminder has a good understanding of safeguarding children issues and knows what action to take if she has concerns about a child in her care. This ensures she quickly recognises when a child is in danger and can act in the child's best interest.

The childminder places priority on planning for inclusion and supports children effectively. She is committed to her own professional development and strives to provide good quality care. Her practice has been enhanced by her attendance at a range of training opportunities and she is eager to develop her skills further. The childminder is hesitant about identifying her own strengths, but reflects sensitively upon her practice. However, systems for self-evaluation to target areas for improvement are not clearly developed.

The childminder's partnership with parents is a real strength of this provision. Parents are provided with a wealth of useful information about the care on offer through the Childminding Portfolio and their written information about the setting. Children's records are readily available to keep parents well informed of their children's progress. Parents also receive written progress reports on a regular basis. The childminder understands the need to develop links with other providers to provide consistency for the children. However, systems currently are not fully developed in this area. Information is on display in the entrance area and the childminder ensures that her registration certificate and insurance is on prominent display.

The quality and standards of the early years provision

Children thoroughly enjoy their time with the childminder. They benefit from receiving warm and affectionate care and they are treated as unique individuals. Their welfare needs are effectively met through the use of documentation, risk assessments and the prominent display of her certificates, insurances and information for parents to see. The childminder provides a challenging and stimulating programme of activities that supports children in all areas of their learning and development. Through observation, she has a good knowledge of children's individual abilities and plans appropriate learning experiences for them. Her secure knowledge of the six areas of learning enables her to cover all areas effectively. Parents are well informed of children's progress through the daily diary, photographs and observational comments record children's achievements. Parents are encouraged to share what they know about the children before minding starts and this contributes to the children's records.

The childminder currently cares for mostly very young children and although they are still developing their communication skills, she ensures that they receive constant dialect on how to remain safe, both inside and outside. They are gently instructed to be gentle with toys and not to push or pull as this may hurt. They are shown how to navigate safely and confidently with the 'walker'. Younger children

enjoy snuggling onto the childminder's lap for cuddles, enabling them to grow in confidence and self-esteem as they begin to understand that they are valued and special within the home. In addition, the childminder sets clear and consistent boundaries for children's behaviour so that they learn what is, and is not acceptable, in ways that are meaningful to them. Children are learning in a variety of ways. They explore the play equipment by themselves and participate in adult supported activities. They have great fun as they use their imagination playing in the tent and the tunnels and squeal with delight when they look through the windows. Children love to explore sounds with a range of musical instruments and recently they made their own 'shakers'. Children's creativity is promoted as they listen and move to music. They explore their senses using a range of media, including sponge painting and play-dough.

Physical activities both indoors and out are providing learning opportunities as well as being fun. Children access large play equipment at toddler groups and at the local park and so are beginning to learn about their local community. However, activities do not currently fully promote children's understanding of the wider world. Children's independence is very well promoted. As well as having resources stored accessibly for children to help themselves to, she enables them to learn important self-help skills safely. For example, young children feed themselves finger food at snack time. Children benefit from a healthy diet and good hygiene practices, such as a clean environment and good food preparation procedures. The childminder requests written parental permission to seek emergency medical treatment and she holds a current first aid certificate. This means she is able to take appropriate action should an accident occur.

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 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.