

Inspection report for early years provision

Unique reference number	305908
Inspection date	27/02/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in 1989. She lives with her husband two adult children in the Yarm area of Stockton on Tees, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding. There is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children under five years. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has a level 3 qualification in Childcare and Education and The Early Years Foundation Stage Practice.

The childminder collects children from the school and nursery. She is a member of the Yarm Childminding Group and the National Childminding Association. She also has close links with the Children and Young People's Strategy Team within the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's safety and well-being are promoted consistently well. The childminder provides a stimulating play environment with lots of activities based on children's interests which ensures all those attending have good opportunities to make progress. Strong partnerships with parents and clear focus on close liaison with other providers are helping her to support individual needs with skill and sensitivity. All children are fully included and well planned activities raise their awareness of difference and diversity. The childminder evaluates her practice effectively and demonstrates a strong commitment to continuous improvement, clearly identifying where updating of training may enhance her practice.

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 summative assessment to fully track children's progress.

The leadership and management of the early years provision

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 (EYFS). The childminder has a very professional approach to her responsibilities and strives actively to provide high quality care. Her practice has been enhanced by her attendance at a

wide range of training opportunities, as she is keen to develop her skills further to ultimately benefit the outcomes for children. Documentation is well organised and a set of effective written policies and procedures are implemented in her everyday practice. The childminder has positively addressed the recommendation highlighted at the previous inspection. This has resulted in her ensuring children cannot access any aerosols. Consequently, children are better protected. Self evaluation is effective, involves parents and plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

The childminder places priority on planning for inclusion and supports children effectively. She embraces the importance of safeguarding children and demonstrates a really sound and sensitive understanding of associated issues. She has attended relevant training and has a detailed written procedure in place with contact details should he need to make a referral. Consequently, children are very well protected. Children learn about keeping themselves safe through instruction and everyday practices, for example, fire and road safety and topics such as 'people who help us'. The environment in which the children are cared for is safe and supportive. It is warm and accepting of everyone and supports children's learning and development. Systematic risk assessments take place on a daily basis to ensure children's welfare is well safeguarded.

The childminder's partnership with parents is a real strength of this provision. Parents are provided with a wealth of very useful information about the care on offer through the Childminding Portfolio and their written information about the setting. Comprehensive information is shared daily, both verbally and with detailed written diaries. The childminder obtains detailed information from parents about children's individual needs when they first visit to ensure continuity of care and to establish the starting points in their development. Children's records are readily available to keep parents well informed of their children's progress. Very positive comments in references and thank you letters value the childminder and state they 'feel privileged that she is their child's childminder and provides excellent care and attention'. Significant links have been made with the local nursery school, to prompt effective information sharing and enhance care and education for children. A clear transition policy is in place to further enhance children's well-being and welfare.

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. The childminder's good knowledge of the EYFS learning and development requirements and practice guidance means that she is confident in helping children learn appropriately both indoors and outdoors. Her knowledge of individual children is good, which results in effective planning taking place to ensure all of those attending are eager to participate in the experiences provided. Consequently, they make good progress. Individual files are being collated showing observations of children, photographs and examples of their art work. These link with the early learning goals, which are then used to inform future planning. This planning is flexible to follow children's interests, which results in an

interesting range of activities taking place. The systems for observing and for formative assessment informs and guides everyday planning, but systems for summative assessment have not yet been implemented to enable her to fully track children's progress. The daily environment also reflects children's observed interests well, as the childminder takes account of which activities children prefer. Resources are effectively arranged and accessible to children to promote their independence.

The childminder is fully attentive to children's conversations, effectively promoting language and social skills. She sensitively demonstrates new words in children's home language to ensure all children are fully included. Lots of resources promote children's creative and imaginative play very well, for example, they love playing in the play tent and dressing up pretending to be a 'princess'. They successfully engage in role play based on first hand experiences, such as making 'food and pancakes' in the home corner. They love music and happily dance and move to their favourite songs. Children also enjoy lots of painting, collage and model making. The childminder's positive attitude to equal opportunities ensures all children have a very good awareness of the wider community, for instance when discussing people's differences. This is supplemented with a wide variety of resources and posters reflecting positive images of the world they live in. Children celebrate festivals such as Chinese New Year and most recently Pancake Day and Valentines Day nurturing their respect for their own cultures and beliefs and those of other people. The vast array of age-appropriate books ensures every child can enjoy exploring them either independently or with the childminder. The childminder also encourages early reading skills as children explore with props, such as story sacks and story Boards and have regular visits to the local library to choose books. Children receive lots of praise, as the childminder warmly values their achievements, for example, helping to tidy away the play-dough. 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. The childminder has a wealth of experience in meeting children's additional needs and she offers a fully inclusive provision. All children are valued for their uniqueness and individuality. 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. Well chosen resources ensure all children have the opportunity to explore information and communication technology to support their learning.

The welfare of the children is promoted well in all aspects. It is significantly enhanced by the effective policies, procedures and the practice followed by the childminder. Children's nutritional needs are well catered for throughout the day, with healthy drinks and snacks provided at regular intervals. Children learn about making healthy choices and gain good social skills when eating together with the childminder as they talk about the food they are eating. Daily access to outdoors and fresh air fully promote the children's health and well-being. Fresh air and exercise is embedded within the routine of walking to nursery and toddlers. Physical activities both indoors and out are providing learning opportunities as well as being fun. Children access large play equipment at toddler groups, the local park, soft play facilities and in the well equipped garden. Children gain knowledge and understanding of the natural world around them during regular trips to

Natures World. Their knowledge about personal safety is encouraged by gentle reminders to pick up the toys so they do not trip, road safety activities and regular fire drill practises.

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 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.