

Inspection report for early years provision

Unique reference number	EY373877
Inspection date	15/05/2009
Inspector	Ann Coggin
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 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 was registered in June 2008. She lives with her husband and two children aged nine and 11 in the Fairfield area of Stockton-on-Tees. The property is situated close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. Children have access to a rear garden for outdoor play. The family pets are a dog and a rabbit.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care before and after school. The provision is registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register.

The childminder attends toddler groups on a regular basis and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled and cared for by a childminder who knows them well and is able to work with parents in order to meet children's individual needs. Children benefit from a relaxed, homely environment where they are able to independently access a broad range of resources and activities which reflect their interests. They have established secure relationships with the childminder. The childminder has not yet begun to formally evaluate her practice.

What steps need to be taken to improve provision further?

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

- further develop the use of observation and assessment to plan for the next steps in each child's learning and clearly link activities to areas of learning
- develop systems for monitoring the effectiveness of the provision to make sure the service meets the needs of all who attend and to promote continuous improvement.
- obtain written permission from parents to transport children in a vehicle.

The leadership and management of the early years provision

The childminder's home is arranged well to help children access resources by themselves. She provides a wide range of toys and equipment that are suitable for the children attending. As a result, children have the opportunity to make their own choice in their play from an early age therefore promoting their independence. Well written policies and procedures are in place to promote

children's welfare. The childminder clearly recognises that the welfare of the children is paramount and must be safeguarded and has a clear understanding of the procedures for reporting concerns in line with those of the Local Safeguarding Children Board. There are well documented risk assessments in place to ensure children's safety, however, written permission has not been obtained from parents to transport children in a vehicle. Children are supervised at all times and adults in the household are appropriately vetted and are, therefore, suitable to have regular contact with children.

Children's records are confidentially stored and sufficient detail obtained from parents at the start of the arrangement to provide care and learning to meet individual children's needs. Documentation is well organised and her policies and procedures effectively support her within her childcare practices. The childminder informally reflects on the care she provides, but has no formal systems in place to evaluate all areas of the provision. As a result she is unable to effectively identify the strengths and weaknesses of her practice. The childminder has completed the required training since registration.

Good links are in place with parents and carers, resulting in children making satisfactory progress in all areas of learning and promoting their sense of security and well-being. The childminder communicates well with parents and exchanges information both written and verbal with them on a daily basis, ensuring children's individual needs are met. Parents receive copies of her policies and procedures and via questionnaires she gains their views on the service she provides. Parents state they are very satisfied with the service she provides.

The quality and standards of the early years provision

Children are happy and relaxed in the childminder's care. They confidently make choices because the good variety of play resources are easy to select and the environment is conducive to learning. Babies explore what is in the drawers and delight at pulling out various resources, such as plastic cars, wooden toys and a ball. Their independence is fostered in the setting as they manage some tasks for themselves with the childminder close by for support. Warm and caring relationships have developed and the childminder is calm and kind towards the children. She encourages children to participate in purposeful play and they respond well. Observations made of the children are in the early stages and do not link to the areas of learning and as a result, plans for the next steps in children's learning have not been clearly identified.

Children benefit from the range of resources which are available and clearly enjoy their play. All children have equal access to activities and equipment and they are learning to respect and value each other. Babies are encouraged to self select toys and enjoy rolling the ball to all adults and gurgle when it is rolled back to them. They laugh and giggle as they play peek a boo in the mirror, play the xylophone and beam with delight when they are praised when they try to walk. Resources allow them to press buttons, listen to sounds, move to the music and watch a variety of flashing lights. The childminder spends time with the children and joins in their play or conversations and their communication and language skills are

developing well. Children are beginning to understand print carries meaning and there are posters placed around the childminder's home. Their social skills are developing through interacting with each other and through regularly visiting other groups. Children's behaviour is good. The childminder has positive strategies for managing issues and ensures she adapts these to meet individual ages and stages of development. As a result of her explanations about why certain behaviour is unacceptable children are beginning to learn right from wrong.

Children learn the importance of keeping themselves healthy and safe through simple processes which are supported by the childminder. Children are provided with healthy snacks and drinking water is accessible. Clear policies, procedures and hygiene routines ensure that children's health and welfare needs are met. For example, exclusion periods for certain illnesses and the use of individual towels for children. They are beginning to learn about personal safety.

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?	2

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?	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

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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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