

Inspection report for early years provision

Unique reference number	305796
Inspection date	27/04/2009
Inspector	Lindsey Pollock
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 1999. She lives with her husband and her two sons aged 15 years and 12 years in the Fairfield area of Stockton-on-Tees. The family pets are a dog, cat, rabbit, fish and chickens. The premises are within easy walking distance of local amenities of shops, schools and parks. The whole of the ground floor is used for childminding purposes. There is a fully enclosed rear garden for outdoor play.

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 Foundation Stage (EYFS). When working with an assistant this number increases to four children in the EYFS. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has a level 3 childcare qualification and is currently working towards a higher qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a good knowledge of children's individual needs and promotes children's welfare and learning with success. They make good progress in their learning and development, motivated by the rich and stimulating activities and resources that the childminder tailors to their individual interests and needs. Good partnerships are in place with parents. An effective evaluation of the provision is in place with targets for improvement identified. Consequently, the capacity to maintain continuous improvement is good.

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 assessments to help with identifying learning priorities for each child and track their progress.

The leadership and management of the early years provision

The childminder is committed to her own professional development and strives actively to provide good quality care. The childminder attends additional training and development courses that benefit the outcomes for children, she has undertaken an early years qualification and is currently studying for a higher qualification. Documentation is well organised and a set of effective written policies and procedures are implemented in her everyday practice. She has successfully

addressed the recommendations raised at the last inspection to improve the outcomes for children, for example, she has conducted a risk assessment relating to the trampoline and obtained consent from parents for their child, or children, to use the equipment. Self-evaluation is effective, and plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

Children are well safeguarded, the childminder has a very good understanding of Local Safeguarding Board procedures having attended recent training, and fully recognises her responsibilities for protecting children. Through conducting regular risk assessments she ensures, that when children are in her care, they are safe and secure at all times be it on the premises or on outings.

Children benefit from the positive relationships that are developed between the childminder and parents. There are good systems in place for the sharing of information, which ensures that children's ongoing needs are effectively met and that they experience consistency in their care. Daily records of children's care and learning and discussions with parents help to maintain a good two way flow of information sharing. Feedback from parents is very positive and they speak highly of the care their children receive. The childminder is currently endeavouring to work with practitioners in other settings where some of the children also receive education and care. This is to ensure effective continuity of care.

The quality and standards of the early years provision

Children are happy and relaxed in the childminder's home where they feel valued and develop a strong sense of belonging. The childminder is warm and caring and children approach her confidently and with affection. Children are making good progress in their learning and development. The childminder uses the EYFS practice guidance to help her to plan and provides activities to promote children's learning and development. She ensures that she covers all areas of learning and offers children a wide range of exciting activities and outings taking into account their daily needs and interests. Observations of children are carried out so the next steps for their learning can be identified, however, the systems for assessments to help track their progress towards the early learning goals are not yet fully developed.

Children are becoming skilful communicators, they chat happily with the childminder talking about matters that interest them. Access to lots of books, story bags and toy theatres helps them to develop their speech and language and build their confidence. They successfully engage in role play based on first hand experiences, such as making 'cups of tea' and taking their 'baby' for a walk in the toy buggy. Their independence is increasing as they feed themselves, choose what they want to do, and with encouragement from the childminder put on their coats and shoes. They are becoming aware of the world they live in as they participate in outings in the local community including trips to the farm where they feed the lambs. They are developing many skills that will contribute to their future economic well-being, for example, they become increasingly confident in information and communication technology.

Children are developing a good understanding of how to be healthy and to stay safe. Nutritious and balanced snacks, including organic fruit and vegetables are provided by the childminder who has completed a food hygiene and safety training. Regular evacuation drills are carried out with the children to raise their awareness of what to do in an emergency. Road safety is consistently reinforced whilst on daily walks to and from school and outings and role play sessions further support children's safety awareness. A wide range of good quality resources are readily available to support children's learning.

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

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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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