

Inspection report for early years provision

Unique reference number	312642
Inspection date	28/04/2009
Inspector	Sandra Davies
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 registered in November 1992. She lives with her husband and two adult children. They live in a modern residential area of Coulby Newham, Middlesbrough, close to local amenities, primary schools and a leisure farm. The whole of the ground floor is used for minding. There is a lounge, dining room and dedicated play room available. The toilet is located at ground floor level. There is an enclosed rear garden available for outdoor play. The family do not have any pets.

The childminder is registered to care for a maximum of three children on the Early Years Register and three children on the compulsory part of the Childcare Register, at any one time. She is currently minding four children under five years and three children under eight years on a part time and full time basis. The childminder is also registered on the voluntary part of the Childcare Register and is minding one child over eight. Children are walked and driven to local schools.

The childminder is a member of the NCMA and the local childminder group.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is satisfactory. The childminder provides a warm, child orientated environment where children are happy and well settled. Children's welfare is promoted and they are kept safe and secure. They take part in a wide range of activities and outings which promote their learning and development well. However, the process of observations, assessments and planning are not yet sufficiently developed to ensure that all areas of learning are covered to meet children's individual needs. Most of the required policies are in place. The childminder is beginning a self evaluation process but has not yet developed an effective method.

What steps need to be taken to improve provision further?

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

- develop the system of self-evaluation to continually improve practice and outcomes for children
- develop the observation and assessment process to ensure that information is used to inform future planning for individuals.

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

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare).

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The leadership and management of the early years provision

All the necessary records are in place as well as most written policies and procedures. Records are signed by parents as appropriate. The childminder has a sound awareness of child protection procedures and is aware of who to contact should she have concerns. Risk assessments have been carried out for the premises and outings.

The childminder has shown a professional approach to her childminding by attending further training, such as a creative development workshop, cold cookery for children, self evaluation form workshop and updating her first aid. She has started to complete the Ofsted self-evaluation form. However this did not help her to identify her strengths and weaknesses. She has demonstrated some capacity to improve, as shown by acting upon the recommendations made at her last inspection. For example, she has obtained written permission to seek emergency medical advice or treatment and ensures she keeps records confidential. However, a complaints policy is not available and updating it was a recommendation at the last inspection. This is a breach of requirements.

Relationships with parents are good and information, both written and verbal, is passed on daily. The childminder has some discussion with other providers as to what activities the children have been involved in.

The quality and standards of the early years provision

The warm, trusting relationship that the childminder has built up with children creates a stable, happy environment, effectively supporting the children's play and learning. They are able to independently choose from a wide range of play equipment including craft, books, role play and physical play. The childminder is beginning to monitor children's learning and development through photographs and recording. However, the system is not yet evidencing assessment and future planning for individual development in all areas of learning. There is an enclosed rear garden, allowing children to be physically active and enjoy fresh air.

The childminder supports children's learning through discussion and joining in their activities. She questions what they are doing and asks open ended questions, stimulating the children to think, explore and challenge. For example, discussing what they have been doing, have they been out in the puddles, did they wear their wellingtons. Children have opportunities to play well together, sharing and taking turns in the childminder's home and when they go to play groups and soft play. They are very well supported in developing their self care skills for example a minded child was happy to explain about why she was washing her hands and that the soap makes the germs go away. The child, assisted by the childminder, was able to go through the poster displayed of when hands need to be washed. She was supported by the use of a step to reach the sink and when finished put her individual towel back on her own peg.

Painting and crayons are used to help children with early mark making. All children are able to enjoy books, looking at the pictures and having the story read to them. Older children enjoy making up their own stories. Water, sand play and baking help children to learn about numbers, weighing and measuring and children enjoy creative play as they make models with play dough, dress up and use musical instruments. There are lots of opportunities for socialising and learning about the local community and the natural world on their many outings, including parks, a community farm and playing in the snow. Books, jigsaws and posters help the children to learn about the wider world and other cultures. They are developing skills that will contribute to their future economic well-being, for example, as they access a cash register, telephones and a children's computer.

Children are given regular opportunities for exercise as they walk to and from the local school and other venues. They go to soft play and play on the large apparatus at the park, play musical chairs and join in musical movement, helping with their physical development and co-ordination. The home environment is clean and children learn very good hygiene practices, such as hand washing and using tissues as appropriate. Healthy food posters are displayed and helping to prepare fruit and make their own sandwiches helps children to learn about healthy options. Children learn to keep themselves safe through road safety and using large apparatus safely. They take part in fire drills and talk about how to stay safe near dogs. Behaviour management is effectively managed and good manners are encouraged.

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?	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?	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:

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:

- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by e mail

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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:

- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by e mail

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