

Inspection report for early years provision

Unique reference number	EY319711
Inspection date	07/07/2009
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 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 2006. She lives with her two children aged 11 and 10 years old in Ingleby Barwick, Stockton-on-Tees. The family also has pet cats. The whole of the ground floor and all rooms on the first floor apart from the master bedroom, of the childminders home is used for childminding. There is an enclosed 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 age range. She is currently minding seven children in this age group. 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 cares for children on week days and weekends for 50 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder is in breach of the conditions of registration relating to meeting the adult to child ratios. All documentation is in place to foster children's well-being. The childminder offers a warm and welcoming service to all children and their families with all children fully included. She has a good relationship with the children and they are confident and secure in her care. The childminder provides a satisfactory range of activities for the children to participate in, to encourage them to make some progress whilst having fun. However, observation and assessments are in the early stages of development and do not clearly inform planning. The childminder is beginning to develop systems to evaluate her provision but these are not fully effective to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to build upon systems to observe, analyse and use the information found out about the children to plan for the next steps in their learning
- promote effective continuity and progression of children's development by sharing relevant information with other provisions
- continue to develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children
- develop the systems to enable parents to review their children's progress regularly and contribute to their child's learning and development record.

The leadership and management of the early years provision

The childminder is caring for more children than her conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the childminder did so and Ofsted does not intend to take further action. All required policies are in place, up-to-date and stored a way to promote confidentiality. This is combined with effective systems to record children's details, medication and accident records to ensure that children remain protected. The childminder is aware of her Local Safeguarding Children Board procedures and demonstrates a sound understanding of associated issues. She has a detailed written policy in place for safeguarding children which she shares with parents. Clear risk assessments and regular checks of equipment further help to safeguard children. These appropriately reduce the risk of accidental injury. Evacuation drills are practised regularly, developing children's awareness of fire safety. The childminder has a current first aid certificate and first aid box in place, which helps her to respond quickly in case of minor accidents. This helps to protect children's welfare.

The childminder adequately evaluates the service she provides. She is just beginning to use the Ofsted self-evaluation form. She is also realistic in her approach to the Early Years Foundation Stage and the need to access further support to implement it effectively but has not as yet identified any other areas for improvement. The recommendations raised at the previous inspection have been addressed. Consequently, the procedures for hand washing has been improved. Safety issues in relation to equipment in the garden are now met and there is a clear complaints procedure in place for parents information. This has a positive impact on children's well-being.

The childminder works closely with parents to meet children's needs. Daily opportunities for a two-way sharing of information is available for parents informing them of their children's day. Parents report on written questionnaires that the childminder is 'flexible and provides excellent quality care'. However, parents are not fully involved in the observation and assessment process to ensure continuity of care. A suitable range of information is collected from parents at registration including information gathered from children in 'all about me' books permission for emergency treatment or advice and outings is in place. No firm links have been made to share relevant information with other practitioners where a child receives education and care in more than one setting. This has a negative impact on ensuring continuity and coherence.

The quality and standards of the early years provision

The childminder has a satisfactory understanding of the Early Years Foundation Stage. The children are happy and settled in the childminder's care. Resources are suitably organised in the play room and front room so that children can self-select. This is supported by colourful posters and examples of the children's work to help promote children self-esteem. Children benefit from a varied range of informally planned and purposeful play activities provided by the childminder. For example,

children learn to play well together and to share toys appropriately. She flexibly plans her week to include daily indoor play and outdoor exercise. As a result, children are making sound progress towards the early learning goals. The childminder has recently developed individual files for each child which she is using to record observations which are linked to the areas of learning. She has a sound understanding of children's next steps in development, however, she has not developed her planning to ensure that these are effectively implemented.

Children are confident and demonstrate a sense of belonging in the childminder's care. They demonstrate a secure bond with her as they readily approach her for help with their play. The childminder supports children appropriately as they play, giving regular praise and encouragement to promote their confidence and self-esteem. Children chat freely to the childminder, enjoy activities such as playing with the pirate ship and figures and demonstrate their enjoyment through chatter and laughter. They have fun making 'dens' with blankets draped over the dining room table. Children benefit from a suitable range of activities to help promote their creative development. For example, they enjoy dressing up, colouring and exploring music and sounds. Activities such as, using building blocks, jigsaws and the road track further helps to develop their problem solving skills. Opportunities for children to gain knowledge and understanding of the world are promoted as they explore information and technology and plant and grow vegetables such as carrots and tomatoes. Children enjoy books and listening to stories and the childminder takes them to the local library to choose their own books. Creative activities include opportunities for children to mark make as they practice early writing skills and explore colour and shape as they draw. Children explore range of media such as sand water, paint and collage.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. Safety equipment is in place reducing the risk of accidents. This includes safety gates and safety sockets. Children are kept safe on outings as they learn road safety procedures and understand basic rules, such as using the crossing patrol and holding hands and the importance of behaving sensibly indoors. Pictorial 'house rules' are displayed for children. They are beginning to comprehend simple health and hygiene practices, including washing their hands before snack and after using the toilet. Children do not attend if they are sick, which enables the childminder to protect others from illness. This is complimented with regular walks within the local community and trips to the park and ice rink. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. They are encouraged to enjoy healthy snacks and meals, such as fresh fruit. Relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. This has a positive impact on children's overall welfare.

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?	3
How well are children helped to be healthy?	3
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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