

Inspection report for early years provision

Unique reference number	EY217805
Inspection date	11/05/2009
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 2001. She lives with her husband in Browney near to Durham. The whole of the ground floor of the childminder's home is used for childminding. There is a rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years and currently has one child aged under five years on roll.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. All children are warmly welcomed into a friendly home where they are fully included, relaxed and happy. They relate well to the childminder and her husband, who is her assistant. They take part in a varied range of activities which promote their learning, however, the processes for observation, planning and assessments are not yet fully developed to help identify learning priorities for each child. Some systems are in place for self-evaluation and monitoring, as a result, there is a satisfactory capacity to maintain continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- extend the written safeguarding procedure to include details of steps to be taken should an allegation be made against them or assistant
- obtain adequate insurance cover for using own transport
- use self-evaluation processes such as the Ofsted self-evaluation form to help identify areas for development
- continue to develop the systems for observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

The leadership and management of the early years provision

The childminder has a sound understanding of her role in safeguarding children and recognises that their welfare is paramount. Although she has a written safeguarding policy, this does not include the procedure to be followed should an allegation be made against herself or her assistant. Appropriate risk assessments help to ensure that children are kept safe, both in the home and on outings and all necessary steps are taken, such as preventing children's access to the stairs and the kitchen. Children are safely transported in the childminder's car and written permission from their parents has been obtained, however, business insurance cover has not been obtained.

There is a regular two-way flow of information between the childminder and

parents to ensure children's needs are met. As a result, the childminder has a sound knowledge of children's starting points which enables her to provide appropriate activities to support their learning. Parents speak positively of the care their children receive.

The childminder is keen to develop her practice. She has a positive attitude to attending training and is working with the local authority to enable her to do this. She is developing systems to help her identify areas for improvement, such as reflecting on her practice and making changes where needed to meet the individual needs of children. All actions and recommendations made at the last inspection have been satisfactorily addressed and are having a positive impact on children's care, learning and development.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. They have made secure attachments with both her and her husband who is her assistant. She is warm and caring and sensitive to individual needs. This helps children to develop a good sense of security and belonging. The childminder gets to know children well, and spends a lot of time playing and talking with them.

The childminder has a sound understanding of the Early Years Foundation Stage and of how to promote children's learning. She is keen to develop this knowledge by attending training and seeking advice from the local authority. Activities and resources in the daily play environment reflect children's interests. Children independently select resources and make choices about what they want to do. The childminder has begun to complete written observations of what children do and enjoy and she shares these with parents so they are involved in their child's learning and development. She is not yet, however, using them fully, to identify learning priorities and help her plan relevant and motivating learning experiences for each child.

Children enjoy a variety of activities each day, increasing in confidence as they visit local groups to socialise with other children. They enjoy accessing exploratory and creative activities, like painting, play dough, sand and water play both at the groups and at the childminder's home. They are very proud of their work and this is proudly displayed which helps to build their self-esteem. They enjoy lots of outdoor activities, learning about the importance of exercise and fresh air for good health. Resources, such as bikes and play tunnels help to promote their physical development. They engage in role play based on first-hand experiences, happily making 'tea and toast' for everyone and taking their 'babies' for a walk in their buggies.

Good standards of cleanliness are maintained throughout the setting to help prevent the spread of infection and minimise the risk to children from germs. They enthusiastically sing 'this is the way we wash our hands' as they wash their hands before snack. This helps to reinforce the importance of good hygiene routines.

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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