

Inspection report for early years provision

Unique reference number	EY275723
Inspection date	29/05/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since November 2003. She lives with her husband and their daughter aged eight years in Stockton-on Tees. The whole of the ground floor of the property and the first floor bathroom are used for childminding and children have access to a 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). She is currently minding five 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 has a level 3 childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled with the childminder and warm, trusting relationships are evident. All are valued as individuals and fully included in the provision. Systems for self-evaluation involve parents and are effective in identifying areas for ongoing improvement. This has a positive impact on the childminder's capacity to improve and fosters a culture of 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 develop observations and assessments to identify learning priorities for each individual child
- develop use of quality improvement processes such as the Ofsted self-evaluation form to help with ongoing internal review.

The leadership and management of the early years provision

The childminder provides a relaxed and homely environment where children's individual needs are well met. Parents and carers are provided with a detailed set of written policies so they are fully informed of the provisions procedures. These are updated as necessary and reflect both the Early Years Foundation Stage and the childminder's practice. A detailed and regularly reviewed risk assessment ensures the suitability and safety of outdoor and indoor furniture, equipment and toys. This combined with appropriate supervision minimises any potential risks to children. Additional risk assessments are conducted for outings. Children benefit from the childminder's positive attitude towards training and development. There are effective systems in place to monitor and further develop the provision, such as parental questionnaires. However, she is not yet fully using systems such as the

Ofsted self-evaluation form to help her in this.

The childminder is fully committed to her own professional development and strives actively to provide good quality care. Her practice is enhanced by her positive attitude to development and training. Since the last inspection she has completed a level three childcare qualification and numerous other practice development courses. The recommendation regarding documentation of administered medication is met and children are well safeguarded.

The childminder fully recognises the importance of working together with parents to extend children's learning and development. There is a good two-way flow of information, knowledge and expertise and the childminder values and respects parents input. Information is shared each day with parents when they drop off and collect their children, by telephone throughout the day, and through sharing children's learning journeys which keeps everyone fully informed.

The quality and standards of the early years provision

The childminder is warm, caring and meets children's individual needs very well. They enjoy her company, her daughters company, and also that of the other minded children. There is a relaxed, happy atmosphere where children appear to be very much 'at home'. Because of her good understanding of the Early Years Foundation stage and of how children learn she is able to provide a wide range of activities both indoors and outdoors. These are based on children's interests, for example, one child's love of 'fixing' things. Consequently, they are making good progress towards the early learning goals. Although written observations and assessments are in place these are not yet sufficiently developed to clearly identify learning priorities for each individual child. This would enable her to ensure children are always appropriately challenged.

Children are curious, confident and active learners who enjoy themselves and have lots of fun. They are skilful communicators, be it through gestures or speech, and respond well to each other and the childminder. Their social skills are developing well as they play with each other and meet with other children at community groups. They are becoming increasingly independent as they choose what they want to do, and recognise when they should wash their hands, which is a current favourite pastime with some. They demonstrate sustained concentration as they complete simple jigsaws and listen to stories read by the childminder and her daughter. The childminder encourages their love of books by introducing new titles but by being always ready to read old favourites. She raises their concept of number through all activities, such as baking, when they count the number of cake cases they need for their cornflake cakes. They join in enthusiastically with favourite songs such as 'If you're happy and you know it' and 'The farmers in his den' whilst accompanying themselves on the tambourine. Their knowledge and understanding of the world is increasing as they go out daily in the community, for example, attending pre-school groups, trips to see the ducks or popping into the shops where they help to choose fruit for snacks.

Children's health and well-being is promoted as they benefit from lots of physical

activities, are cared for in a clean environment, and are offered healthy foods. They behave well. Although they are very young, they have a growing awareness of the boundaries of the setting and with support from the childminder, are learning how to share and take turns. Overall children are happy, well cared for and enjoy being with the childminder.

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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