

Inspection report for early years provision

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Inspection date	28/09/2009
Inspector	Pauline Pinnegar
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2001. She lives with her husband, adult son and daughter aged 14 years in Newton Aycliffe, County Durham. She has a pet cat and two dogs. The whole of the ground floor, and one bedroom on the first floor of the childminder's home are used for childminding. There is a garden available for outdoor play. The childminder cares for children on weekdays from 7.30am to 6.30pm for 48 weeks of the year.

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 three 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 early years register and both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from local schools and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are effectively promoted by the childminder which ensures their safety and welfare are fully supported in a welcoming environment. Children's individuality is respected by the childminder who has a good knowledge of each child's needs and interests. The varied range of activities she offers ensures that all areas of learning are covered well. This is supported by effective procedures to observe, which results in children making good progress in their learning and development. Partnership with parents works well and relevant information is shared. The extended relationships with other providers overall is appropriate. The childminder has an effective procedure for self-evaluation, continuing to review her work and seek development; this ambition and commitment provides a good basis for improvement thereby maintaining a service that is responsive to children's needs.

What steps need to be taken to improve provision further?

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

- develop activities and resources to help children to begin to know about other people's cultures and beliefs
- develop the systems in place for parents and other providers to review children's progress and contribute to their learning and development record
- develop the assessment procedures to clearly show progression and ensure that identified next steps are seen to inform the planning for individual children.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted because the childminder has a clear knowledge of all aspects of the Early Years Foundation Stage (EYFS). She has a clear understanding of her roles and responsibilities relating to safeguarding children, maintaining a practical, displayed procedure and demonstrates a good understanding of associated issues. Consequently, children are well protected. Very detailed written risk assessments are in place for all areas of the home and for outings to further promote children's safety. Children's welfare is further safeguarded as the childminder and other household members have had suitable checks completed. Children are given ongoing reminders and explanations to enable them to build up an understanding of how to keep themselves safe. For example, when walking in the community they discuss road crossing areas and road safety. Procedures for illness and medical assistance are well planned with the childminder closely monitoring children's physical conditions and offering aid where required.

The childminder implements well maintained systems to record children's details. These are all up-to-date and stored to promote confidentiality. Effective procedures are in place to work closely with parents from the start to ensure that she is aware of children's individual needs. The childminder has recently developed detailed 'welcome packs' for new parents to provide them with relevant information about herself and her policies, this ensures that parents are well informed about the service she provides. There are good systems in place to share information with parents through daily contact and through regular newsletters. The childminder takes account of each child's needs and interests to ensure children settle and are secure in her care. The questionnaires completed by parents are used for additional feedback which are positive. Parents comment on the childminders good level of care and the varied range of activities their children receive. However, children's observations and assessment books are not readily available for the parents to see. This was identified in the recent parental questionnaires and the childminder is currently developing systems to ensure children's records of achievement is shared more effectively with parents. The links with other providers are in the early stages and is not yet fully extended to ensure information is consistently shared to promote children's ongoing learning and development.

The childminder shows a positive attitude towards her career and developing her practice. She discusses practice with other childminders and network members, gathers feedback from parents to further develop her understanding of good quality childcare. The childminder demonstrates enthusiasm for her work and is motivated to continue making changes that improve outcomes for children. She has an accurate picture of her strengths and areas for development and maintains a clear vision for the future. Recent improvements include the written observations and assessments and ensuring the environment is free from hazards. All the recommendations made at the last inspection have been addressed successfully. Children make good progress in their learning and achieve well because the childminder makes good use of resources. Her home is welcoming and resources

are well organised and accessible, enabling children to self-select materials and initiate learning. Local community resources such as parks, and social groups provide an extended range for children. The childminder has also recently developed her resources to extend children's sensory experiences.

The quality and standards of the early years provision and outcomes for children

Children are confident and enjoy the time spent in the childminder's care. They are busy and curious and enjoy investigating and exploring the wide range of play resources that are available to them. The childminder skilfully recognises each child as an individual and provides activities to meet their specific needs. They make good progress in their learning because the childminder has a secure understanding of the EYFS. She naturally challenges children as they play speaking to them about size, shape and colour, supporting their emergent language by listening closely and repeating words they appear to sound to develop their self-esteem. She observes children as they play making observations which are linked to the areas of learning within EYFS. Next steps are identified but are not yet fully feeding the planning for each individual child. Individual files show the range of activities undertaken but do they show a clear record of progress without reading through them.

The childminder is mindful of her role in ensuring safety and helps children to understand personal safety. For instance, they take part in emergency evacuation regularly, practise road safety each day, and 'people who help us' is the next topic identified within activity planning. Children's behaviour demonstrates that they feel safe. They are confident and, therefore, actively involved in their learning. Children have clearly developed close and caring relationships with the childminder. She interacts well with them, talking to them constantly and fully supports their learning and development. They develop trusting secure, trusting relationships with the childminder and each other. This is shown when younger children seek and enjoy attention from the childminder. Children's creativity is promoted because the childminder helps each child to achieve at their own rate. Children are developing their early writing skills; they have good access to mark making materials, such as chalk, crayons, pencils and paper, which they select independently. Younger children are part of this and participate in gluing and painting and handling tactile materials. Children enjoy making models out of recycled materials and recently made a fish collage using pizza bases. They explore different textures and materials and light sensory toys such as kaleidoscopes. There are various games provided and opportunities for them to problem solve in their day to day activities. Children discuss the numbers that are displayed as they walk to and from school. The good use of shapers and other tactile materials with the toddlers enable them to develop their skills to match and manipulate. They have good fun scooping out the 'carrot fish' in the water with the spoon.

Children are beginning to develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a suitable range of resources which promote a positive outlook of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and

promotes their self-esteem. However, this is not extended further, into activity planning. The children enjoy being outside and active. The garden offers children the chance to go on 'bug hunts' and explore mini beasts. Children chat and communicate with the childminder very well which extends their language skills and encourages them to listen to each other. Books enable children from an early age to enjoy stories and read together. Children also enjoy singing and dancing to their favourite action rhymes and particularly enjoy singing the 'welcome song' together. They are beginning to use their imagination as they take the dolls for a walk in the pushchair and dress up in their favourite outfits. They love to make dens with blankets and chairs. Older children explore letters and sounds as they have fun finding different letters in the treasure hunt game in the garden.

Consistent daily routines, such as hand washing and teeth brushing are used to good effect to ensure that even the youngest children are beginning to develop habits conducive to their good health. This is supported by regular opportunities for physical exercise and fresh air. The well equipped garden and local park areas enable children to exercise and extend their physical skills. The range of other smaller tools and resources and use of malleable materials promotes children's hand and eye coordination and dexterity very well. Children's nutritional needs are well catered for throughout the day, with healthy drinks and snacks and meals provided at regular intervals. Children learn about making healthy choices, and gain good social skills when eating together with the childminder as they talk about the food they are eating. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well being. Children are active or restful through choice and sleep in line with their individual needs and parent's wishes.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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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