

Inspection report for early years provision

Unique reference number	EY367665
Inspection date	23/10/2009
Inspector	Pauline Pinnegar
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2008. The house is situated in the Hartburn area of Stockton on Tees close to local amenities, including schools and parks. The whole of the house apart from the master bedroom is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 8.00am to 5.00pm for 50 weeks of the year. The family has a pet cat.

The childminder is registered to care for a maximum of five 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 two 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 attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the children's individuality is recognised and supported by the childminder and she demonstrates a positive attitude to providing an inclusive environment. Children are happy and settled in her care and she plans a range of activities and experiences that help to promote their learning and development. Information about children's welfare needs is collected at induction and the childminder effectively shares information about children's learning and development with parents. The childminder is developing systems to record children's progress and to identify their learning and developmental priorities, however, this is not clearly reflected in planning. The childminder is committed to improving the service that she offers and although aware of her strengths and weaknesses, does not yet self-evaluate effectively to identify areas of development.

What steps need to be taken to improve provision further?

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

- use observations and assessments to ensure next steps clearly inform planning
- develop further procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and demonstrates a good understanding of associated issues. Consequently, children are well protected. She carries out detailed risk assessments within her home and on outings. In addition, each child has an individual risk assessment completed in consultation with parents

to ensure their safety and protection within her setting. These effectively reduce the chance of accidental injury. Children's welfare is appropriately safeguarded as the childminder and other household members have had suitable checks completed. Consent to obtain emergency medical treatment is in place and the childminder holds a current first aid certificate. This ensures that she could respond appropriately to accidents.

The indoor and outdoor environment are suitably resourced. All children have easy access to an appropriate range of toys and equipment, which helps them to make satisfactory progress in their learning and development. The childminder does not currently care for any children with special educational needs and/or disabilities, however she demonstrates a positive attitude towards ensuring that all children are fully included at the setting and to gathering information in order to meet their individual needs.

The childminder has an adequate understanding of areas for improvement within her provision and has appropriately addressed the recommendation raised at the previous inspection. She discusses issues with other childminders and works closely with local Sure Start workers to help to develop her practice. However, she has not further developed procedures to effectively monitor and evaluate her provision in order to promote outcomes for children.

The childminder has built good relationships with parents. They receive detailed written information prior to their child starting which includes all relevant policies and procedures, along with information about how the childminder works. She speaks to them daily about the activities their children have enjoyed, as well as sending them text messages and e-mails, which include photographs, therefore parents are able to continue their children's learning at home through highlighted activities. This is complemented with daily diaries, which include information about when they have slept and what they have eaten. The childminder shows a willingness to share information and establish links with other settings involved in children's care that also deliver the Early Years Foundation Stage. However, currently there are no children on roll who attend other early years settings.

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

The childminder has a sound understanding of the Early Years Foundation Stage. The range of resources available in conjunction with trips to places of interest ensures each of the areas of learning is appropriately covered. Children benefit from a flexible routine, including a suitable balance of child-centred and adult-led activities. Children are happy and settled with the childminder. They come to her for cuddles and feel secure in her care. The childminder knows the children well and provides a suitable range of activities covering the areas of learning. Consequently, they are making suitable progress towards the early learning goals. The childminder has begun to make observations of children in their play and record them in their assessment records. However, it is not clear how these are used to clearly inform future planning based on children's learning priorities.

Children are encouraged to solve problems, such as working out how many trains they need to use to make a long train that will go over a bridge. They learn colours and shapes as they play with the wooden bricks and shape sorters. Children investigate and learn about the wider world in which they live as they dig in the mud for worms in the garden. They explore wildlife as they observe pheasants and hedgehogs during outings, and investigate snails and bugs in the garden. Children collect leaves and conkers to use for their collage pictures. Children are beginning to learn right from wrong as the childminder implements suitable age appropriate behaviour management techniques. She encourages them to share and engages them in tidying up the toys. A variety of creative activities including painting, manipulating play dough and creating collage pictures promote children's self-expression whilst having fun. They use information and communication technology to support their learning, for example when playing with interactive resources, a lap top computer, remote control cars and cause and effect toys. Children use their imagination well as they use small world resources, such as the doll's house, pretending the small figures are sitting down to tea. Children also have fun using chairs and sheets to make dens. They gain an awareness of the wider community as they visit local amenities and have access to a suitable range of resources which show positive images of diversity, and to extend children's understanding of similarities and differences in people in our society. Children have opportunities to make marks using paint, pencils and chalks, and explore books as they listen to their favourite stories.

Children's health is promoted well because they are cared for in a clean and hygienic setting. They also experience regular opportunities to get out in the fresh air. For example, they enjoy visiting the park and going on nature walks which gives them opportunities to interact with others and to gain different experiences out of the home. A good range of outdoor equipment is available to children to use which effectively promotes their physical development. Children's manipulative skills are promoted through the use of lacing cards. The childminder has a good understanding of the importance of providing a healthy and balanced diet. Children benefit from homemade meals using mainly organic food bought locally. This is supported by planned activities, such as preparing and tasting new fruits to promote children's awareness of healthy eating. Individual hand towels and a clear sick child procedure helps to prevent the risk of cross-infection. Ongoing explanations from the childminder about safety issues help children begin to understand how to keep themselves safe. For example, they understand the reason why they must sit down to eat and learn about 'stranger danger' and road safety when they are out and about. In addition, all relevant documentation to support children's welfare, such as accidents and medication are in place and up-to-date.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----