

Inspection report for early years provision

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Inspection date	03/11/2009
Inspector	Julie Morrison
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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband and two children aged 11 years old and 12 years old in Yarm. The whole of the ground floor, except for the conservatory, of the childminder's home and the first floor bathroom and children's bedrooms are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7.30am to 6.30pm term time only.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years old to 11 years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school 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 are happy and settled as the childminder provides a welcoming and friendly environment. She demonstrates a genuine commitment to inclusion and this is evident throughout all aspects of her practice. Children benefit from a good range of fun activities, which covers all areas of learning and are based on children's stages of development. As a result, they are making good progress towards the early learning goals. All documentation required to promote the safe and effective management of the provision is in place. Effective systems are in place to monitor and evaluate practice. Consequently, the childminder has a clear understanding of her areas for further development.

What steps need to be taken to improve provision further?

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

- build upon systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- develop further creative opportunities and activities which babies can respond to by using many of their senses, such as introducing treasure baskets
- develop resources to help promote children's awareness of diversity and disability.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well. She has a wide range of policies and procedures in place, which are regularly updated and used to effectively safeguard children. For example, medication, confidentiality and safeguarding children. The childminder demonstrates a good understanding of the signs and symptoms of abuse and procedures to follow should she have any concerns. Detailed risk assessments along with daily visual checks of all areas ensures that risks to children are minimised. All documentation required to promote the safe and efficient management of the setting is in place, for example, accident and medication records. The childminder holds a current first aid certificate and has consent to obtain emergency medical treatment in place, this ensures she is able to respond to accidents appropriately.

Effective procedures are in place to monitor and evaluate the provision. This includes discussing practice with other childminders, using the Ofsted self-evaluation form and working with the local early years advisors. The childminder supports this with regular training to help to develop practice. This helps to improve outcomes for children. All recommendations from the previous inspection have been positively addressed and implemented. For example, the childminder ensures children do not have access to any hazardous objects or materials. This helps to safeguard children.

The childminder makes effective use of space and resources to allow children to move around safely and access age appropriate resources. She ensures that resources for young children are rotated regularly, whilst older children are able to self-select.

The childminder demonstrates a genuine commitment to inclusion. She works closely from the start to ensure that she is aware of and able to support children's individual needs. Parents are invited for introductory meetings, where the childminder shares all relevant policies and procedures with them and discusses her practice. Consequently, they are well informed about the service she provides and speak highly of the care and learning she delivers. Parents are kept up to date about their child's learning and care through the effective use of daily diaries and verbal feedback. The childminder shows a positive attitude towards supporting the needs of children with special educational needs and/or disabilities. Experience with older children demonstrates her commitment to ensuring that all children are included fully at the setting. Currently, the childminder has no children who access the Early Years Foundation Stage (EYFS) at other settings. However, she demonstrates a positive attitude towards sharing information to ensure continuity of learning and care. For example, she has previously used home diaries to share information.

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

The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) as a result of attending relevant training. Flexible plans are in place to ensure that children receive a balance of adult and child-led activities delivered through indoor and outdoor play. The childminder interacts well with the children. She sits on the floor to engage in their play and gives cuddles to reassure babies when they first wake up. As a result, even children who have not attended the setting for very long are settled and happy in her care. The childminder supports children's learning well. She provides a range of age appropriate toys to encourage babies to develop their fine motor skills. For example, pressing buttons and twirling dials. Older children use the computer to help develop skills for the future. Songs and everyday activities, such as counting steps as they walk to school, are used to introduce basic numbers and counting. Children's interest in books is supported as the childminder sits babies on her knee as they look at pictures together. Older children have good opportunities to be creative, for example, exploring play dough, painting and arts and crafts activities. However, the childminder has not yet introduced opportunities for babies to explore textures and materials. Space is well laid out so that babies can explore the space and resources. For example, they tentatively use ride-on toys to pull themselves up and climb onboard, smiling as they are successful. The childminder ensures that she is close by to support them as they take early steps, responding enthusiastically with praise and encouragement to all their efforts. Children are beginning to learn about the world around them as they celebrate festivals, such as Diwali and discuss different cultures, however resources to further promote children's awareness of diversity are limited. The childminder has developed individual learning diaries for each child. These include some photographs of the children and examples of their work. Systems to link observations to the areas of learning and identify next steps are in their infancy. Nevertheless, the children are making good progress towards the early learning goals, as the childminder knows them well and has a good understanding about their next steps in development.

The childminder supports children's good health as she has implemented effective procedures. For example, ensuring children wash hands before meals and involving children in baking activities. Meals are provided by parents however, the childminder understands the importance of providing children with a healthy and balanced diet. Children are kept safe in the childminder's home as the childminder makes good use of appropriate safety equipment and procedures, such as keeping external doors locked, using cupboard locks and maintaining close observation of children. This is complemented by practising regular fire drills and road safety to help children to begin to learn how to keep themselves safe. Consistent behaviour management ensures children understand right from wrong. The childminder encourages children to share and to respect each other and the setting. This is combined with regular praise and encouragement to help raise children's self-esteem and promote positive behaviour.

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	2
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	2
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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	2
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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