

Inspection report for early years provision

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Inspector	Andrea, Jane Lockyer
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 has been registered since 2006. She lives with her husband and four children in a house in the Belmont area of County Durham. Local amenities and public transport systems are within walking distance. The whole of the ground floor area is used for childminding purposes. Children do not access the first floor. There is an enclosed rear garden suitable for outdoor play. The family have a pet dog. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of five children and currently has one child on roll, who is in the Early years age range. The childminder is a member of the National Childminding Association and she receives support and training opportunities from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a stimulating, caring and inclusive environment where their individuality is respected and valued. Effective relationships with parents ensure that the childminder is fully aware of children's individual needs, which she meets very well. Parents receive good information about the service and care of their children. However, they are not involved in their children's observation and assessment process. Links with other providers delivering the Early Years Foundation Stage (EYFS) are beginning to be established. She has a good understanding of the EYFS and how to implement it to ensure children make good progress in all areas of learning. Resources are deployed effectively providing children with independent choices. The childminder is committed to improving her practice and she evaluates her provision effectively to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop opportunities for parents to contribute to their children's development files and be involved in their children's observation and assessment process
- develop effective links with other provisions that children attend who deliver the Early Years Foundation Stage to ensure continuity in children's care and learning.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her role and responsibility to safeguard children. She has a good understanding of child protection issues and the procedures to follow should she have any concerns. A comprehensive written policy is provided

to parents, which ensures that they are made aware of the procedures the childminder will follow. Effective risk assessments are used alongside daily visual checks to ensure the environment is hazard free and safe for children. A well organised, safe and secure environment ensures children are able to move around freely and are provided with good levels of support and supervision to ensure they feel safe and secure. They are able to make their own choices from the well maintained resources, which are effectively organised, promoting their independence and choice.

Effective relationships with parents have been established. In-depth discussions with parents and detailed records ensure that the childminder has a full picture of the individual needs of the children when she begins to care for them. Ongoing daily discussions ensure a two-way flow of information between the childminder and parents. This means that children's needs are continually met and parents are kept informed about their children's care, welfare and progress. Children's development files are shared with parents and they are able to view these when they want to. However, they have not been invited to contribute to their children's files or be involved in the observation and assessment process. Parents are provided with comprehensive information about the childminder's practice, which includes copies of a wide range of detailed policies and procedures. Links with the school that the children attend are yet to be effectively established, to ensure that information is regularly shared and used, to promote children's achievement and well-being.

The childminder promotes equality of opportunity and anti-discriminatory practice, resulting in all children feeling valued and free from discrimination. Children learn to value differences through sensitive discussions and are receptive to the childminder's good role modelling. They have access to a good range of play materials and resources through their everyday play, which raise their awareness of the diverse society in which they live.

The childminder is committed to improving her practice. She has met all previous recommendations and has made a number of improvements since her last inspection. For example, she has introduced questionnaires for parents to seek their views and opinions, which are used in her evaluation process. The purchase of new toys, such as, more construction materials, number and letter games and puzzles have had a positive impact on children's mathematical, literacy and imaginative skills. She reflects on her provision effectively and has clear targets for future improvement, such as, developing links with other EYFS providers and attending further training.

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

Children are making good progress towards the early learning goals. The childminder has a good understanding of how to implement the EYFS. She plans a wide range of interesting and stimulating experiences based on individual children's interests and developmental stages, which cover all areas of learning. Good systems are in place for planning, observation and assessment, which give

the childminder a clear picture of children's progress and how she will move them forward. A good balance between adult and child-led activities means that children are able to select activities that interest them and so are able to extend and develop their own play and learning.

Children have close relationships with the childminder and enjoy her company. They invite her into their games, engage her in conversation and express their views about what they want and what they like. They have clearly built trusting bonds, which help them feel secure and safe. They are very much at home in the childminding environment and show good levels of confidence as they move around freely selecting activities of their choosing.

Children eagerly engage in a wide range of activities that are stimulating, fun and motivate them to learn. They enjoy playing 'shops' with the childminder using various objects to purchase, an electronic till, coins and paper money. As they play together the childminder encourages, number recognition, counting and monetary value. Children thoroughly enjoy the wide range of arts and crafts as they express their creativity. They enthusiastically select from a broad selection of collage materials to make a picture of their own choosing. As they do so the childminder sensitively incorporates, colour, shape, size and texture recognition. They mix paints together to make different colours and happily paint their own pictures. The childminder gives constant praise and encouragement, which boosts children's self-esteem and confidence and they are clearly pleased with their achievements. Children extend their imaginations as they dress up, act out familiar scenarios and play with tools to 'fix things'. The childminder actively encourages children's communication and language skills as she encourages them to describe what they are doing, engages them in conversation and sensitively encourages the correct pronunciation of words. Interactive books are used to capture children's interests in stories and recognise the written word. Well-planned daily outings to places of interest, such as, farms, the hospital, the dentist, the coast and local walks, stimulate children's interest in the wider world and help them to learn about their own community. They have good opportunities to socialise with their peers and others as they visit soft play and meet up with other childminders and children for play opportunities.

Children's knowledge about personal safety is encouraged by discussions with the childminder. They talk about the dangers of fires when they see a fire engine, how to negotiate large outdoor equipment safely and why they should not run around the house. Regular fire drill practises, crossing roads safety and the danger of approaching strangers, further contribute to children developing an awareness of how to keep themselves safe. All children are encouraged to follow good hygiene practices. They learn why they must wash their hands before eating and after visiting the toilet and help to sweep the floors and keep toys clean. Good health and hygiene practices are followed by the childminder, which minimises the risk of cross infection.

The childminder encourages children to enjoy being active and learn about a healthy diet. They have good daily opportunities to develop their physical skills, such as, using large outdoor play equipment, daily walks, dancing to music and playing a variety of garden games. Children are encouraged to make healthy

choices from the good range of healthy snacks provided by the childminder and help to buy fresh produce from local shops.

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

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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