

Inspection report for early years provision

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Inspection date	23/11/2009
Inspector	Janet Fairhurst
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 in Oxhill, Stanley, with her husband and their two children, aged nine and four years. Her home is near schools and preschool facilities, including nursery and toddler group. In the local area there are also community amenities including shops, library, parks, sports and leisure facilities and Sure Start provision. All areas of the ground floor of the house and the bathroom and older child's bedroom on the first floor are used for childminding purposes. There is an outdoor play area in both the front garden and back yard, and in nearby countryside.

The family has a dog and a rabbit.

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 four children, of whom three are in the early years age range. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends local toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe and secure as the childminder provides a welcoming and safe environment. She plans a wide range of activities, which cover all areas of learning and ensure that children are making good progress towards the early learning goals. The childminder has a good understanding of each child's individual needs which are valued and fully supported. The excellent range of information which is shared with parents enhances all aspects of the children's care and learning very effectively. The childminder demonstrates a positive commitment to ongoing training.

What steps need to be taken to improve provision further?

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

- continue to make progress with the system of self-evaluation by using the Ofsted self-evaluation form to record the setting's strengths' and areas for improvements.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well. She has a detailed range of policies and procedures in place which are used effectively to safeguard children. For example, health and safety, confidentiality and safeguarding children. This is

combined with her good understanding of the signs and symptoms of abuse, and the procedures to follow should she have any concerns. Children's welfare is further assured as the childminder and other household members have had suitable checks completed. Detailed and comprehensive risk assessments are in place for the childminder's home and for outings. Alongside this daily visual checks are also undertaken. This reduces the risk of accidental injury.

Although no children with special educational needs and/or disabilities currently attend the setting, the childminder demonstrates a positive attitude to working with parents and adapting space and resources to ensure that all children are fully included at the setting. Extremely positive relationships with parents have been established to make sure that children's changing needs are successfully met. Parents receive copies of the childminder's policies and procedures, and written notices display meals, activities and events for the coming week. Consequently, parents are very well informed about the service she provides. Parents feel valued and are active partners because the childminder spends time with them, gathering information about their children. They have excellent opportunities to keep up-to-date about their child's learning and care as the childminder makes effective use of two-way diaries, and shares with them their children's individual learning files. Regular discussions take place about the progress children are making. As well as this, parents being able to contribute to their children's development file with their observations from home. Parents speak extremely highly of the care and learning their children receive; their comments report how the childminder is 'extremely helpful and flexible', a 'brilliant asset and role model', and a 'valued member of my child's life'. The contact with the local pre-school enables positive links to be established. This promotes continuity and a positive, shared approach in meeting children's individual needs.

The childminder is keen to develop her skills. She has attended all necessary training to make sure that she keeps up to date with current childcare practice, and has recently completed a diploma in Home-Based Childcare. She welcomes the support she receives from the local authority adviser. The childminder implements a thoroughly effective self-evaluation procedure, and has tried to complete the online Ofsted self-evaluation form. However, due to technical problems she has been unable to record this. She has positively addressed the recommendation raised at the previous inspection. This has resulted in the childminder developing her understanding, and improving the children's awareness of diversity and hygiene routines.

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. The childminder has individual files for each child; these are detailed and provide a positive insight into what each child has done. The photographs and information recorded link to the areas of learning, and identify what the next steps are to enable each child to move forward and progress. The childminder links this into her planning to ensure this continues and develops for each child, but still includes their ongoing interests. The

childminder provides a wide range of resources to meet the children's needs. Children confidently self-select from them and make choices throughout the day. This positive approach enables the children to extend and develop their interests, and to be challenged as the childminder knows the children very well. Children are confident and self-assured to explore and take full advantage of the stimulating and varied learning environment provided.

Children are happy, settled and relate well to the childminder who interacts well with them as they play. They become capable confident learners as they explore the available resources freely, choosing what they would like to do. They are proud of the warm praise and encouragement they receive for making attempts to write their name, and for being kind. Consequently, they play very well together and are motivated to prove what they can do. Children confidently sit with the childminder as she reads stories to them and independently select books to read to themselves. Their communication skills are fostered well as the childminder chats to them constantly; this results in positive interactions between the children and the childminder. There is a good amount of free play opportunities and the childminder adds to this by planning exciting outings to local venues, such as Butterfly World and Prestwick Hall. Children enjoy being creative. They have use of a range of materials to manipulate and create with, such as painting and collages. They enjoy building with bricks to develop skills, from making a tower to organising the various blocks into specific groups. Colours and shapes are all around the children through images and games, and this links to children's development of mathematical concepts. They have great fun dressing up, singing and dancing along to the music. The resources in the garden provide good opportunities for children to be active and visits to indoor play areas help them to develop their physical skills throughout the year.

Children's welfare is promoted well by the childminder. She acts as a good role model, washing her hands between preparing food and cleaning all areas with anti-bacterial sprays. She reminds children to cover their mouths when coughing and praises them as they independently use wipes to wash their hands. The childminder provides a balanced range of nutritious meals and snacks for children. Children are kept safe in the childminder's home as the childminder implements effective policies and procedures. For example, doors are kept locked, sockets are covered and stair gates are in place. This is complemented by gentle reminders from the childminder to sit properly on chairs so they do not fall, and practising road safety and fire drills. All required documentation, such as accident forms, medication records and consent to obtain emergency medical treatment is in place. This ensures children's welfare is effectively safeguarded and promoted.

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	1

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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