

Inspection report for early years provision

Unique reference number	313996
Inspection date	02/12/2009
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 1997. She lives with her husband and their 15 year old child in Ousten, County Durham. The childminder's home is close to shops, schools and pre school facilities. The whole of the house and the rear garden may be used for childminding. The childminder cares for children on weekdays from 7am to 5.30pm.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is currently caring for six children of whom three are in the early years age range. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the local Childminding Network and 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 satisfactory.

The childminder provides a pleasant, homely environment where children are happy and settled. She has a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS), and plans a suitable range of activities, which cover the areas of learning and helps children to make progress towards the early learning goals. She works well with parents to promote an inclusive environment and as a result, has a good understanding of children's individual needs. The childminder has a satisfactory understanding of her areas for development, however, she has not fully implemented procedures to effectively monitor and evaluate her provision.

What steps need to be taken to improve provision further?

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

- further develop systems for recording children's progress, including matching observations to the expectations of the early learning goals
- develop further procedures to promote reflective practice, self-evaluation and identify priorities for development and the most effective ways to involve parents and children in this process
- improve risk assessment records by including all required information
- introduce children to other cultures and festivals to enable children to learn positive attitudes and awareness of the wider world.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding children issues. This is supported by a detailed written policy and a clear understanding of

procedures to follow, should she have any concerns about a child. The childminder has a range of policies and procedures, which underpin her practice and are shared with parents. This combined with effective systems for recording children's details, attendance, medication administration and accidents, which are kept up-to-date and stored confidentially, ensures children remain well protected. Children's welfare is effectively promoted as the childminder has had suitable checks completed. Risk assessments are completed and a record is maintained. However, not all the required details are recorded, such as when the assessment was completed and the review date. Consent to obtain emergency medical treatment is in place and the childminder holds a current first aid certificate. This ensures that she can respond appropriately to accidents.

The childminder is well organised on a practical level. She organises her time and childminding duties effectively to provide a good level of support for children. This creates a secure emotional environment where children become capable, confident explorers. The premises and good quality resources are effectively arranged and presented so that children can easily make good choices in their play and learning. Relationships with parents are promoted and developed well. Parents receive information regarding most key policies and procedures. Useful information such as, certificates of registration, first aid certificates and information about how to contact Ofsted are displayed for parents to see. Suitable procedures are in place to gather sufficient information about children in order to meet their individual needs, such as medical needs and emergency consents. Parents are kept informed about their child's learning and care through regular verbal feedback. The childminder ensures parents are aware of the developmental information she keeps on each child. However, there are currently no systems in place to formally share these with parents or to use their home observations to contribute to their children's assessment process. Parents express a high regard for the childminder and the service she provides. The childminder has also begun to develop links with the local nursery, to ensure the efficient sharing of information between herself and other providers of the EYFS who care for a particular child.

The childminder has not attended a great deal of training since her last registration, but has made sure that important knowledge, about first aid, for example, is kept up to date. She has identified some shorter courses, which she intends to complete including safeguarding children and sign language. The childminder has addressed the recommendations raised at her previous inspection, which has had a positive impact on the care of the children. She discusses issues with other childminders and works with the local Network co-ordinator to help to develop her practice. However, she has not further developed procedures to effectively monitor and evaluate her provision or considered how to involve parents and children in this process.

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

Children enjoy their time with the childminder and they have developed warm trusting relationships. The childminder knows the children well; she notices changes in their behaviour and supports their needs with genuine care. She plans

and provides a range of stimulating and interesting activities for them, both in and out of the home. Activities are purposeful and promote learning and development appropriately. For example, children enjoy making collages out of pictures, looking at books and dressing up. The childminder helps and encourages the children to move onto different activities when appropriate, so that they are fully occupied and remain interested in their play. This close involvement in the children's play affords the childminder opportunities to observe them. As a result she is becoming aware of their progress and individual achievements. However, the formal observations of children's activities are in the early stages and are not fully linked to the areas of learning or used to identify clear learning priorities and plan ongoing, relevant learning experiences for each child.

Children are very confident and motivated in their play and therefore are keen to initiate their own play. For example, the children work together using books and other resources to create a car, they then decide where they are going in the car and who will drive it. During this time the children use mathematical language to describe the size of the books and count how many they have used. The childminder is proactive in engaging children in conversation and importantly, she gives them time to respond or repeat what they are trying to say. The children attend a variety of toddler groups, which provides regular opportunities for them to socialise with their peers. Children's understanding of the diversity of the world is met through looking at books, completing jig-saws and through discussion. However, there are few opportunities for children to celebrate different cultural festivals to help further develop their awareness of the world around them. The childminder deals with expected, but unwanted, behaviour with sensitivity, as the children begin to learn to take turns and share the equipment.

Children adopt good personal health and hygiene practices. They follow the role model of the childminder, who keeps her home clean and well maintained. There is a good range of play equipment in the garden; children particularly enjoy the mini trampoline in better weather. Children also enjoy a good range of fun activities, which contribute to their good health. Each day the childminder plans both indoor and outdoor activities, which helps promote children's physical development and helps them gain increasing control over their bodies. For example, visits to the local parks, walks through the surrounding countryside and trips to the beach, as well as dancing and singing. On these trips and outings children begin to learn about keeping themselves safe, for example, when crossing roads or when travelling in the car. Children also complete the fire evacuation procedure regularly so that they understand what to do in an emergency. Children enjoy healthy, meals and snacks which include fresh fruit and vegetables.

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	2
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
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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

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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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