

Inspection report for early years provision

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Inspection date	17/12/2009
Inspector	Pauline Pinnegar
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.

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 1995. She lives with her adult daughter in an established residential area on the outskirts of central Middlesbrough. She has a pet dog. The whole of the ground floor and the bathroom and toilet on the first floor of the childminder's home are used for childminding. There is an enclosed garden for outdoor play. The childminder cares for children on weekdays from 7.45am to 6.15pm for 50 weeks of the year.

The childminder is registered to care for a maximum of six 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 five 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 takes and collects children from two local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates a very warm and caring nature, which is conducive to making all children and their parents feel welcome. Suitable procedures are in place to gather information from parents in order to ensure that children's individual needs are met. However, they are not fully involved in the observation and assessment process. The variety of experiences the childminder offers gives children the opportunity to make sound progress. The childminder is developing systems for planning activities, observing children, and involving other practitioners in this process. She attends training to ensure continuous improvement is satisfactorily maintained and is beginning to develop her systems for self-evaluation. Most documentation is in place to promote children's welfare.

What steps need to be taken to improve provision further?

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

- analyse the information gained from observations in order to clearly plan for the next steps for each child's development
- build on the systems in place for sharing information with other practitioners for children who attend other early years provisions
- develop the systems for involving parents in contributing to the observation and assessment process
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of safeguarding children issues. She has a clear understanding of procedures to follow if she has a concern about a child. Children's welfare is further safeguarded as the childminder and other household members have had suitable checks completed. Risk assessments are in the main effective. They cover everything that the children come into contact with and help to reduce accidents indoors and out. However, although the childminder risk assesses all outings, the written record does not reflect this. 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 in the event of an accident.

Children are cared for in a welcoming, safe and secure environment. Resources are made available to children at their height to encourage free choice and independence and help them to make suitable progress in their learning and development. The childminder has started to complete a self-evaluation form to help her to begin to focus on her practice and improve outcomes for children. This is complemented with verbal feedback from parents. The childminder satisfactorily evaluates the learning and development opportunities she offers and identifies the need to further develop her systems for observations and assessments. The recommendations from the previous inspection have been positively addressed. This has a favourable impact on children's safety and welfare. The childminder attends regular training workshops, which helps her to further develop her knowledge and understanding of related issues.

Appropriate procedures are in place to work with parents. They receive written information prior to their child starting, which includes all relevant policies and procedures, along with information about how the childminder works. Parents are happy with the care the childminder provides and state 'she goes beyond the call of duty'. Regular verbal feedback and a daily diary for some children ensure that parents are kept informed about their child's learning and care. However, systems for parents to contribute to children's learning and development records are not established. The childminder is beginning to develop relationships with other providers of the Early Years Foundation Stage (EYFS) for children who attend other settings. However, she has not fully developed these to share information about children's individual learning and progression towards the early learning goals.

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

Children are settled and very confident and have clearly established positive relationships with the childminder; they come to her for cuddles, kisses and reassurance and are clearly very happy and secure in her care. The childminder demonstrates a sound understanding of the EYFS and implements it appropriately. Children engage in a variety of adult-led and child-initiated activities, both within and outside of the home. The childminder uses a positive and consistent approach

to managing behaviour, which takes into account children's understanding and maturity. Positive role modelling by the childminder, discussion and appropriate resources encourage children's growing knowledge diversity and different cultures. The childminder has introduced files for the children which show progression towards the early learning goals along with observations of the children's learning. These are linked to the areas of learning; however, there is no clear procedure to identify children's next steps in order to inform future planning.

A wide selection of books is available for children to look at independently and with the childminder and these are complemented with visits to the local library. Jigsaws, building with bricks and exploring a variety of shape sorting resources encourage children's problem-solving and reasoning skills. Activities such as baking also promote children's early concept of numbers and counting as they weigh and measure the ingredients. Children's knowledge of the living world is promoted as they plant bulbs in the garden and collect berries and cones when they go for walks to make a 'nature box'. Children have fun as they participate in creative activities, including painting, making Christmas cards and drawing. They use their imagination very well as they dress up as firefighters and role play making 'dens' for their picnic activity. Children have good fun as they sing and dance with a range of musical instruments, acting out their favourite Christmas songs and joining in enthusiastically. Opportunities to develop young children's information and communication technology skills are promoted as they access a range of programmable toys and the computer, which supports them in developing skills for the future.

Children are welcomed into clean and well-kept premises where they have sufficient space to play. They are learning about the importance of good personal hygiene, and are becoming increasingly independent in their personal care. For example, they know they must wash their hands before eating and after touching the pet dog. The childminder's suitable relationship with parents and relevant procedures ensure children are cared for appropriately when they are ill. This reduces the risk of the spread of infection. Children's knowledge about personal safety is encouraged by gentle reminders from the childminder to pick up the toys so they do not trip, road safety activities and regular fire evacuation drills. This positively contributes to children developing a sense of danger and how to keep themselves safe. Children enjoy opportunities for large physical play, including playing in the garden, visiting the park and going for nature walks. They are active or restful through choice and sleep in line with their individual needs and parents' wishes. Children are encouraged to enjoy healthy snacks and meals, including fresh fruit and vegetables. Mealtimes are a happy, sociable occasion where children help to set the table and chat happily about their day at nursery. Systems are in place to gather information with regard to special dietary needs to ensure children's individual needs are met.

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	3
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	3

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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register). 14/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (Arrangements for safeguarding children). 14/01/2010