

Inspection report for early years provision

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Inspection date	03/12/2009
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.

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 1994. She lives with her husband in Guisborough. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7am to 6pm for 48 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 four 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 collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very warm and welcoming environment for all children and their families. She demonstrates a secure knowledge of the Early Years Foundation Stage (EYFS) and provides a wide range of activities for children which cover all areas of learning. This enables them to make good progress in their learning and development. The childminder is committed to working closely with parents to provide an inclusive setting, where all children are valued and their individual needs are fully met. She demonstrates a very positive attitude towards developing the service she provides, this ensures that outcomes for children are promoted well.

What steps need to be taken to improve provision further?

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

- develop further procedures to promote reflective practice, self-evaluation and identify priorities for development for example, by involving parents and children in the process
- develop procedures to analyse observations and use the information to inform future planning for individuals.

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 to effectively 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

procedures to follow should she have any concerns. Detailed written risk assessments and regular checks of all areas and equipment are in place to further promote children's safety. All documentation required to promote the safe and efficient management of the setting is in place. The childminder holds a current first aid certificate and has permission from parents to seek emergency medical treatment, this ensures that she could respond quickly and appropriately to any accidents.

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 they receive copies of all relevant policies and procedures and the childminder discusses her practice. Consequently, they are well informed about the service she provides and speak very highly of the care and learning she delivers. Parents are kept up to date about their child's learning and care through daily verbal feedback and regular access to their child's development file. Children take home favourite toys and jigsaws, this helps parents to get involved in their child's learning. 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.

The childminder demonstrates a very positive attitude towards developing her practice and promoting outcomes for children. She attends regular training, works closely with early years advisors and has made effective use of the Ofsted self-evaluation form to identify areas for improvement. However, she has not considered procedures to involve parents and children in the process to further develop her self-evaluation. The childminder has fully addressed the recommendation raised at the previous inspection, this helps to safeguard children. Play opportunities are enhanced as resources, time and space are used to good effect at the childminder's home, for example, the childminder makes good use of time when babies are asleep to do one to one activities with other children.

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

The childminder demonstrates a secure understanding of the Early Years Foundation Stage and works hard to promote children's learning and development. Children are happy, settled and relate well to the childminder, as she joins in with their play and provides support and reassurance when they feel unwell. Attractively set out resources encourage participation and cover each of the areas of learning effectively. These are complemented with visits to toddler groups to provide children with regular opportunities to socialise with their peers. Positive role modelling by the childminder, discussion and appropriate resources encourage children's growing knowledge diversity and different cultures. This is also an area that the childminder has identified herself for further development. A wide selection of books is available for children to enjoy independently or with the childminder. They have fun and nurture their problem solving skills as they complete jigsaws, play with construction and build towers. The childminder effectively promotes children's learning through all areas of play, for example, she

asks children which colour bauble they would like to use to decorate the Christmas tree and as she stacks blocks for babies she counts, 'one, two, three'. Babies laugh and giggle and begin to develop their fine motor skills as they grab and knock down the blocks. Communication skills are promoted well as the childminder chats constantly to them, talking about what they are doing, repeating words and singing nursery rhymes. Programmable resources including, toy computers and telephones, helps children to begin to develop skills for the future. The childminder plans a variety of activities indoors and out, which are based on children's interests. She knows the children well and has developed individual developmental files for the children, which include lots of photographs along with observations linked to the areas of learning. However, she has not further developed her procedures to ensure that her planning is based on children's next steps.

Children's welfare is promoted well by the childminder. Children enjoy daily opportunities for fresh air and exercise, including, going for walks, visiting the park and playing in the garden. Planned activities, such as baking and identifying healthy foods are used to introduce children to the benefits of healthy eating. The childminder provides very good opportunities for children to begin to learn to keep themselves safe. They go on visits to the fire station and the police station where they have opportunities to meet the police horses and see the helicopter. Children demonstrate a strong sense of security and confidence in the setting. The childminder implements effective behaviour management techniques to help children begin to learn right from wrong. For example, she makes good use of distraction and speaks to children in a calm and reassuring manner. Consequently, children have developed positive relationships with the childminder, and are very happy and settled in her care.

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

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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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