

Inspection report for early years provision

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Inspection date	11/12/2009
Inspector	Eileen Grimes
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 July 2009. She is registered on the early years register and the compulsory and voluntary parts of the child care register. She lives with her husband and two children aged 17 and 15 years. They live in a village outside of Chester-le-Street, close to schools and local amenities. The childminder uses the ground floor for childminding. There is an enclosed play area to the rear of the house, which children are able to access for outdoor play.

There are systems in place to support children with English as an additional language and children with special educational needs and/or disabilities. She attends the local toddler groups and takes children to the park.

The childminder is registered to care for six children at any one time. She is currently caring for six children of whom four are within the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment where good procedures are in place to effectively promote their welfare. The childminder works closely with parents to create an inclusive environment and has a sound understanding of all children's individual needs. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS) and how this impacts on her work. She plans a wide range of exciting activities, which covers all areas of learning and which children are keen to participate in and complete. However, although procedures for observations and assessments are in place they are not yet sufficiently robust. The childminder has some understanding of areas for development and as a result, self-evaluation and the scope for continuous improvement are satisfactory.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant experiences for each child
- develop a systematic system of self-evaluation to enhance continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded as the childminder and all other household members have had suitable checks completed. These are readily available for parents and visitors to inspect. The childminder demonstrates a sound

understanding of safeguarding and associated issues. She has a comprehensive safeguarding policy in place, which clearly details actions she would take including actions in the event of an allegation against household members. Consequently, children are well protected. Risk assessments take place on a daily basis for the childminder's home and outings. These adequately reduce the chance of accidents occurring.

All children access play opportunities through the good organisation of space, time and resources. The childminder satisfactorily evaluates the care and education she provides. She gains feedback from parents and children to broaden her view of the service she offers. The childminder demonstrates a suitable vision of how she wants to improve the quality of her provision, including attending some training.

Very sound relationships with parents have been built. The childminder speaks to them on a daily basis to ensure they are well informed of the experiences their children have enjoyed. Consequently, they can continue their children's learning at home through highlighted activities. Parents feel that their children are cared for in a rich stimulating learning environment. They are happy in the knowledge that the childminder provides high quality care and education for the individual needs of their children and state they would be happy to recommend her to any parent. She has established sound links with the local school, so she can complement the themes and topics they cover. This ensures continuity and cohesion. The childminder shows a sound understanding of the importance of working with other professionals to ensure children's individual needs are met.

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

Children enjoy their time with the childminder and are happy and settled within her care. They are happy to participate in the wide variety of activities provided and access activities independently. Her sound understanding of the EYFS results in all areas being covered well. The childminder's suitable approach to equal opportunities contributes to children's appropriate attitudes to the wider community, this is enhanced through the range of resources available, which reflects various cultures and religions. Children are learning right from wrong and are starting to take responsibility for their own actions. Children are beginning to settle their own squabbles within play situations, with and without the support of the childminder. They benefit from a flexible routine including a balance of child-centred and adult-led activities. A range of books are available for children to look at independently and with the childminder. This is complemented with visits to the library. They enjoy mark-making and are developing good hand and eye coordination. Children show an awareness of shape and colour, as they complete painting Christmas tree decorations looking for shape names and talking about shades of colour and colour mixing.

The childminder has developed sound relationships with the children, she is aware of when to interact and when to allow children space to play and experiment, demonstrated when children developed imaginative play. Children enjoy using their imagination as they dress up, for instance, as princess going to the ball. They

extend this play using the tape recorder to provide music for dance, with all children fully interacting in the play. Trips to places of interest, including the park, farm and beach, nurture children's knowledge of the living world. A variety of creative activities promote children's self-expression whilst having fun. The childminder basically plans the experiences the children will participate in. She has started to develop individual developmental files, which include photographs and observations linked to the areas of learning. The next steps in children's learning are not clearly identified and it is not easy to ascertain if these are used to inform future planning.

Children are welcomed into a clean and well-kept home where space is well organised to facilitate all types of play. They experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Children talk about staying safe on outings, as they learn road safety procedures and understand simple rules, such as, staying together. They enjoy regular opportunities for large physical play. These include exploring large climbing equipment, playing ball games and using equipment to develop balance and co-ordination. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Parents usually provide their children's meals, however, the childminder does offer some generally healthy light snacks, such as fruit and drinks, which are freely available. Meals are served to children in a social setting. The childminder uses this time to talk with the children about the days events and anything they would like to do, this encourages children's use of discussion and ensures that all children are able to participate. Children are beginning to understand simple health and hygiene practices, including washing their hands after using the toilet. They do not attend if they are sick, which enables the childminder to protect others from illness. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up-to-date. These positively safeguard children's well-being.

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	3

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	3
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

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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