

Inspection report for early years provision

Unique reference number	EY265924
Inspection date	09/12/2009
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 2003. She lives with her two children aged 11 and nine years in Ingleby Barwick. She has a pet dog. The whole of the ground floor of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7am to 6pm 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 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 Early Years Register and 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 satisfactory.

The childminder provides a friendly, child-centred environment where children's welfare needs are effectively met. Most documentation required to promote the effective management of the setting is in place. She has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS) and plans an appropriate range of activities, which cover all areas of learning and include most of the children. However, procedures to record progress towards the early learning goals are not yet sufficiently robust. The childminder has a clear understanding of areas for improvement, which promotes self-evaluation and the scope for continuous improvement. Effective systems are in place to work with parents to ensure the childminder is aware of children's individual needs.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written parental permission to seek any necessary emergency medical advice or treatment. (Safeguarding and promoting children's welfare)
- 23/12/2009

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

- build upon systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities to inform future planning
- consider ways in which to meet the differing and competing needs of every

- child and ensure that planning takes into account the needs of all children
- promote effective continuity and progression of children's learning and development by sharing relevant information with other provisions.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge and understanding of safeguarding are good. She has a written child protection policy in place and is aware of the associated issues, including procedures to follow if she had a concern about a child. A detailed record of risk assessments and daily checks ensure that children are kept safe within the childminder's home and on outings. Most documentation required to promote children's welfare and effectively safeguard children is in place, for example, children's details, accident and medication records. However, although the childminder has a written policy for emergencies and a good understanding of procedures to follow, she does not have procedures in place to request consent for emergency medical treatment from parents. This is a breach of the legal requirements.

Space within the childminder's home is effectively organised to enable children to have easy access to a wide range of suitable toys and equipment. Colourful displays of their work on the wall help to promote their sense of belonging and develop self-esteem. The childminder does not have any children with special educational needs and/or disabilities attending the setting; however, she indicates that she is keen to provide an inclusive environment and to work with parents to find out about children's individual needs. Effective procedures are in place to work with parents. They receive detailed written information prior to their child starting, which includes all relevant policies and procedures, and information about how the childminder works. Regular verbal feedback, daily sheets and regular access to their child's development file ensures that parents are kept well informed about their child's learning and care. The childminder has begun to establish links with other providers of the EYFS to share information about children's welfare. However, she has not further developed these to share information about children's individual learning and progression towards the early learning goals.

The childminder has appropriate procedures in place to evaluate the care and education she provides. She works closely with other childminders to discuss practice and has used the Ofsted self-evaluation form to identify areas for development. Recommendations from the previous inspection have been positively addressed, which helps to improve outcomes for children.

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

Children enjoy their time with the childminder and are happy to participate in the variety of activities provided. They are confident in her care, moving around the space and accessing resources freely or coming to her for support and cuddles. The childminder demonstrates a suitable understanding of the EYFS, which results

in all areas of learning being appropriately covered. She has introduced individual development files for the children, which show progress towards the early learning goals and identify next steps in children's learning. However, these are in their infancy and not all were available during the inspection. Flexible plans for the week are in place, and the childminder ensures that children have a balance of indoor and outdoor play, combined with lots of trips to toddler groups. However, it is not clear how younger children are included in the planning or how the childminder ensures their individual learning needs are effectively met.

Children benefit from a suitable balance of child-centred and adult-led activities. They have opportunities to develop their social skills as they sit together for snacks and chat constantly to the childminder and visitors. Chances to explore shapes and colours are provided in the form of jigsaws, books and matching games. This is combined with appropriate interaction from the childminder to encourage the children to name colours and shapes and count. Children confidently use information and communication technology to support their learning; for instance, they use a variety of programmable toys, interactive books and toy laptops. This helps to develop their skills for the future. They have a growing understanding of the natural world as they go on nature walks and visit the beach, where they have fun exploring with their buckets and spades. A wide range of resources, including books, small world people and dressing-up clothes, helps children to learn about different cultures and diversity; the childminder supports this through discussion and planned activities, such as making meals from around the world. Children enjoy a variety of arts and crafts activities, which also promotes their fine motor skills. For example, they use pencils to colour pictures and older children try to follow dots to make shapes.

Children are welcomed into a clean and well-kept, child-orientated environment. They experience good levels of supervision and appropriate safety procedures are in place to ensure hazards are reduced. Children are kept safe on outings as they learn road safety procedures and understand simple rules, such as holding hands when crossing the road. They enjoy regular opportunities for physical play, including going for walks, using play equipment at the park and visiting a soft play area. Healthy snacks and meals are provided by the childminder, along with regular access to drinks. The childminder makes good use of 'Charlie the healthy chef' to encourage children to discuss which foods are healthy and encourage them to try their snacks. This helps to promote children's awareness of good health in a fun and exciting way. Children have clearly formed close relationships with the childminder and generally behave well at the setting. The childminder implements effective procedures to support positive behaviour. For example, she counts out the toys so they have the same number each, telling them 'this is sharing'. This is supplemented with consistent routines, such as encouraging children to help to tidy up and rewarding their help with stickers. As a result, children are happy and settled in the childminders 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?	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	2
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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