

Inspection report for early years provision

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Inspection date	13/01/2010
Inspector	Karen Marie Tervit
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 lives with her husband and two young children in the Bearpark area of Durham. The whole of the ground floor of the property is used for childminding purposes. There is an enclosed rear garden for outdoor play. The family have a pet rabbit and two gerbils.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for two children in the early years age range on a part-time basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Even though children have only been attending for a short period of time, the childminder has developed caring relationships with them, valuing them as individuals, ensuring they are well settled. She is developing her understanding of the Early Years Foundation Stage (EYFS) and observations of children's play and learning are mostly used well to inform her practice. Most of the suggested publications and required documentation is in place. The childminder is keen to develop her practice. Systems for self-evaluation are still in the early stages. Consequently, the capacity of the provision to maintain continuous improvement is sound.

What steps need to be taken to improve provision further?

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

- access a copy of the government booklet 'What to do if you are worried a child is being abused'
- develop the practising and recording of the emergency evacuation procedures
- continue to build upon the systems already in place for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- continue to develop self-evaluation systems in order to help to promote continuous improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded. The childminder has a satisfactory understanding of her role and responsibility with regard to keeping children safe

from harm or abuse. She is aware of signs and symptoms of abuse and who she should contact if she is concerned about a child in her care. However, she does not have a copy of the government booklet 'What to do if you are worried a child is being abused' easily accessible to her. Children's safety is assured within the family home. All adults living in the home have undergone suitability checks and children are not left unsupervised with any visitors. Children play in a well-maintained, homely environment. They are kept safe both indoors and outdoors through the ongoing safety checks completed by the childminder. Written records of risk assessments are completed for indoor and outdoor areas, as well as individual outings. An emergency evacuation plan is clearly displayed and the childminder is confident that she could get children out of the house, in an emergency, quickly and safely. However, the childminder has not yet practised this in order to raise children's awareness.

Self-evaluation is in the early stages of development. The childminder has obtained a copy of the Ofsted self-evaluation form, although it contains limited information. Through discussion, the childminder can identify her strengths and areas for improvement. She has extended the play space since registration by adding an additional room. The childminder ensures a suitable selection of play materials is displayed at the children's height to promote independence and free choice.

Although the childminder has not cared for children with special educational needs and/or disabilities, she is aware of the importance of inclusive practice and implementing effective strategies to ensure all children are included. Partnerships with other settings children attend are in place to ensure continuity and coherence. The childminder obtains information about the activities children complete and extends this further at home. Effective partnerships with parents mean that children settle quickly and easily into the setting. Information from parents about children's likes, dislikes and routines is gathered before children start to attend, so the childminder can ensure children's needs are met and enjoyable experiences can be planned. Parents speak positively about the care their children receive.

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

Children are happy and settled, and have a very good relationship with the childminder. They approach her confidently and freely. The childminder talks to the children constantly as they play together. Babies develop their physical skills as they are given space to roll over, kick their legs or reach up for the toys on the baby gym, all with the gentle support of the childminder.

The childminder has a sound knowledge of the EYFS learning and development requirements and plans activities which are based on children's individual needs and interests. Individual files for each of the children have been developed. These include photographs and written observations. These are mostly linked to the areas of learning; however, the next steps in children's learning are not always clearly highlighted. Children enjoy regular outings in the local area, such as visiting the Chester-le-Street Park to see the ducks or the local outdoor play areas and soft play centres. They receive suitable opportunities to experience fresh air on a daily

basis.

Children benefit from a flexible routine including an appropriate balance of child-centred and adult-led activities. Appropriate strategies are in place for managing behaviour, which are suitable to the children's ages and stages of development and understanding. Good behaviour is promoted at all times, with children receiving lots of praise and encouragement. Routines have been established in partnership with parents and are consistent with home. The childminder recognises the importance of this to help children feel secure. Children enjoy music and respond immediately when they hear familiar tunes and move to the music. Babies have access to a variety of toys with different sounds and textures to promote their sensory development. Older children enjoy chatting with the childminder before their school day begins or being creative with pencils and paper or play dough.

The childminder actively promotes children's welfare and safety. She follows suitable hygiene practices to reduce the risk of cross-infection, such as keeping kitchen surfaces clean and using good nappy changing procedures. Children do not attend if they are sick, which enables the childminder to protect others from illness. Children are able to rest and sleep according to home routines. Babies are gently rocked and cuddled to help them fall asleep. Parents provide children's meals, with the childminder providing healthy breakfasts and snacks. Children's knowledge about personal safety is encouraged by gentle reminders from the childminder to be careful they do not trip over toys. Older children know not to leave small items laid around in case babies put them in their mouths.

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

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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	3
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:

Met