

Inspection report for early years provision

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Inspection date	25/01/2010
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 1989. She lives with her adult daughter in Staindrop. She has a pet hamster. 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 8am to 5.30pm for 49 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 three 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 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 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:

- update the record of risk assessment to include any assessments of risks for outings and trips
- promote effective continuity and progression by sharing relevant information about children's learning and development with other providers of the Early Years Foundation Stage.

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. Written risk assessments and regular checks of all areas and equipment are in place to further promote children's safety within the home. The childminder has completed a general risk assessment for outings, however, this does not fully cover all types of outings which children attend. The impact of this on children's safety is however minimal, as the childminder implements effective procedures such as maintaining close observation of the children at all times. 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 with parents 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. Parents are kept up to date about their child's learning and care through the effective use of daily diaries and regular access to their child's development file. The childminder works closely with parents to involve children's experiences from home in their learning, for example, children bring toys from home into her setting and the childminder encourages parents to share 'things we care about'. This helps to involve parents further in their child's learning. The childminder has developed positive relationships with staff at local nurseries and play groups. However, she has not further developed her procedures to share information about children's individual learning and development with other providers of the EYFS in order to fully promote continuity of care and learning.

The childminder demonstrates a positive attitude towards developing her practice and promoting outcomes for children. She has made effective use of the Ofsted self-evaluation form to identify areas for improvement and discusses practice with other childminders and other professionals. Comment books are used to gather feedback from parents in order to further support the childminders evaluation of her practice and she has recently developed a parental questionnaire. The childminder has fully addressed the recommendations 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. This enables children to move around the setting confidently and make choices about their learning and play. Currently, no children with special educational needs and/or disabilities attend the setting. However, the childminder demonstrates a positive attitude towards ensuring that all children are fully included and to gathering all relevant information from parents in order to meet individual needs.

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

Children are making good progress and are well cared for by the experienced and dedicated childminder. She demonstrates a secure understanding of the EYFS and works effectively to promote children's learning and development. Children are

happy, settled and relate well to the childminder; she joins in fully with their play and extends learning well through good use of questioning and support of the children. A good range of resources are provided for the children and these are complemented with visits to toddler groups to provide children with regular opportunities to socialise with their peers. Children clearly enjoy reading and a wide selection of books are available for them to read with the childminder or enjoy independently. The childminder engages well with the children as she reads to them; encouraging them to identify objects in the book and taking time to answer their many enquiring questions. They have fun and nurture their problem solving skills as they complete jigsaws and play matching games. Counting skills are developed well through all areas of play, for example, counting how many spots on the dog and reading stories such as 'ten in the bed'. Children are articulate and their communication skills are promoted effectively as the childminder chats constantly to them, talking about what they are doing, repeating words and responding to their questions. She is beginning to introduce mathematical language as she asks the children, 'it is too big or too small?' or 'do you think we need more or less?'. Children have good opportunities to begin to develop their fine motor and mark-making skills. For example, they copy the childminder and make notes on sticky notes and thread buttons onto long strings. This is supported by a range of arts and craft activities, such as making cards, painting and sticking. Programmable resources, including CD players and electronic tills, help children to begin to develop skills for the future.

Children are making good progress in their learning and development as the childminder plans a variety of activities indoors and out. These are based on children's interests and take into account next steps in their learning. The childminder clearly knows the children well and has developed individual learning files for them. These, although in their infancy, include photographs, examples of the children's work and identify next steps in learning. As a result, the childminder has a good understanding of their progress towards the early learning goals.

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. Meals are provided by parents, however, the childminder implements a healthy packed lunch policy and also provides regular snacks of fresh fruit. This helps to support children's good health. Planned activities such as baking with apples they have collected from the garden are used to further introduce children to the benefits of healthy eating. The childminder provides good opportunities for children to begin to learn to keep themselves safe. They practise regular fire drills and discuss road safety as part of their everyday play, for example, as the children play with the train set they confidently explain, 'red is for stop and green is for go', the childminder further supports their understanding as she encourages them to think about where would be a good place to put the 'stop' sign. Children demonstrate a strong sense of security and confidence in the setting. They behave very well and this is supported by the childminders good understanding of effective behaviour management techniques. She gives the children lots of praise and encourages them to share and to help each other on tasks. Consequently, children have developed close and 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	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	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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