

Inspection report for early years provision

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Inspection date	08/02/2010
Inspector	Ann Coggin
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 was registered in January 2000. She lives with her husband, also a registered childminder, in the Fens Estate area of Hartlepool. They are also registered foster carers. The whole ground floor of the childminder's house, the bathroom and rear bedroom on the first floor are used for childminding purposes. There is a fully enclosed rear garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding four children in the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local nursery school. She attends toddler groups on a regular basis.

The childminder is a member of the National Childminding Association and has recently completed a level 2 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder sensitively offers children support in activities and daily routines, so that they are fully included and benefit from the opportunities she provides. Children are happy and settled in a friendly and secure environment. The childminder ensures that children are offered a wide range of appropriate activities that reflect their current developmental needs, through a balanced range of adult-led and child-initiated activities. The childminder is committed to the children and monitors her provision regularly, to ensure that the children are offered a stimulating and safe environment. Children benefit from the positive relationship the childminder has with parents.

What steps need to be taken to improve provision further?

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

- continue to develop assessments to ensure that children are making progress towards the early learning goals and to identify learning priorities
- develop the partnership with parents, to ask them their views on the care and education provided.

The effectiveness of leadership and management of the early years provision

The childminder is pro-active in ensuring that she is fully aware of the requirements. She has successfully implemented the new procedures required by the Early Years Foundation Stage (EYFS), to meet the needs of the children.

Children's welfare is safeguarded and promoted by the childminder's clear understanding and knowledge of the procedures to follow if she had concerns about a child. She has a written statement, which is shared with parents, in line with the Local Safeguarding Children Board guidance and procedures. The childminder is very well organised in her approach to childminding practice. She has developed a range of policies and procedures, and shares these with parents to ensure that the needs of all children are met. The childminder carries out and reviews thorough risk assessments of her home, activities and outings, to make sure that hazards to children are minimised or removed.

The childminder has started to self-evaluate her practice and is able to identify her main strengths and areas for development, making any changes needed to enhance the provision for the children. The childminder continues to update her professional skills, through attending training and workshops. She has recently completed a National Vocational Qualification level 2 in children's care, learning and development, as well as attended workshops relating to the EYFS, safeguarding children and first aid. The childminder has taken appropriate steps to meet the recommendation made at the last inspection, ensuring the procedures for nappy changing are followed consistently and a sick children's policy is implemented, to prevent the spread of infection. She has also assessed the risk to children, in relation to the glass in the shed and taken action to minimise this.

The childminder organises her day, to ensure the needs of the individual children are met. Children's learning is extended by the childminder as she encourages children to work things out for themselves whilst playing. Resources and activities cover all areas of learning and are adapted to ensure all children are included. Resources which reflect diversity, such as, books and small world people are available. Cultural festivals are celebrated, giving children opportunities to learn about their own beliefs and that of others. Positive relationships with parents and carers have been established and she takes time each day to complete individual parent and childminder contact books and discuss with the parents their child's day. They are kept fully informed of their child's experiences and development. Parents provide full details of their children's starting points and care routines. However, the process for asking parents for their views, regarding the provision is not fully developed. There are effective links with other settings children attend, such as, the local nursery school, to ensure continuity in children's learning and development. Children's play opportunities are enhanced by the effective use of space and resources.

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

Children are happy and relaxed with the childminder and enjoy being cared for in a warm and welcoming child-friendly environment. The childminder organises her home effectively, to facilitate children's play. She plans activities to cover all areas of learning and provides interesting resources and activities for the children. For example, children bake cakes and scones, make models from cereal boxes and have opportunities to play with sand and water. The children are confident and have a close relationships with the childminder. Children are valued and respected

as individuals and the childminder strives to ensure that all children are treated equally, according to their individual needs. They are encouraged to respect each other's values and feelings and are learning about taking turns and how to share and respect each other. The play equipment and resources are suitable for the children attending. There is a good variety and children are able to make independent choices. The childminder knows the children well and plans opportunities to support them in their learning and development, such as, chatting to them as they play and repeating words to encourage their early language development. The childminder manages behaviour well. Children respond positively to her realistic expectations and age-appropriate explanations, about how they need to behave in order to keep themselves and others safe. She praises and congratulates the children's efforts and achievements and children smile and clap with her, as they place the correct pieces in the jigsaw.

Assessments to ensure that children are making progress, from birth towards the early learning goals, are in the early stages and not always used to identify learning priorities. The childminder has a clear knowledge of their individual interests and caters for these when planning activities. Children are helped to socialise, as they have regular outings to toddler groups and are gently encouraged to mix with other children, while they build up their confidence and self-esteem. Children are encouraged to appreciate and take care of their local environment. They explore the local beck, where they make dams and watch for wildlife and feed the ducks. They are encouraged not to drop litter and help the childminder sort recycling items, such as, newspapers and plastic bottles and put food waste into the wormery. The childminder ensures that all play experiences are used for learning opportunities. For example, when constructing with wooden bricks the childminder will name the colours clearly, encouraging the children to repeat and identify for themselves the colours, increasing their vocabulary and knowledge. Young children enjoy playing with programmable toys, such as, the bright red fire engine and giggle with delight as they hear different sounds.

Children learn about keeping themselves safe and are appropriately restrained when travelling in the car. When walking, children are given clear boundaries, to ensure that they can be fully supervised and do not wander away and talk to strangers. They know what to do if an evacuation of the home is necessary. They wash their hands before eating and after messy play and have individual towels to prevent cross infection. They choose from a range of health foods for snack, such as, fruit and cheese. Individual dietary requirements are catered for. They sit at the table for meals and snacks, making it a social occasion. She gently reminds them of their manners and ensures they know how to behave at the table.

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

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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