

Inspection report for early years provision

Unique reference number	EY334027
Inspection date	12/03/2010
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 May 2006. She lives with her husband, her adult son and daughter, and a son aged 11 years in the Rift House area of Hartlepool. The whole ground floor of the childminder's house, as well as the bathroom and back 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 five children at any one time, and is currently minding three 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. She attends toddler groups on a regular basis.

The childminder holds a level 3 qualification in Children's Care, Learning and Development and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows the children in her care very well and recognises the uniqueness of each child, therefore meeting their individual needs. No child is disadvantaged, they are all as important as each other and the childminder works particularly closely with parents to ensure that her practice is fully inclusive. Each child's individual likes, dislikes, needs and interests are included in their daily activities. The childminder attends many training courses, which enhances her practice. Systems are used effectively to continually monitor and evaluate her practice to improve outcomes for children and the recommendation from the previous inspection has been addressed.

What steps need to be taken to improve provision further?

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

- continue to develop links with other professionals delivering the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children's welfare is well safeguarded as the childminder ensures that her home remains safe, suitable and child-friendly. Robust risk assessments are in place and regularly reviewed. Daily visual checks take place and effective action eliminates any safety hazards to the children. The childminder has a good understanding of child protection issues and is aware of the possible signs and symptoms of abuse. She has a safeguarding policy in line with local guidance which she share with

parents and has recently attended training in this area. The childminder shares her range of policies and procedures with parents ensuring they have a clear understanding of the expectations of themselves, their children and the childminder.

The childminder's clear procedures for monitoring and evaluating her practice mean that she is aware of all areas for improvement. Regular questionnaires are used to gain information from parents. The childminder's positive attitude to this feedback ensures that she is proactive in implementing changes where needed, ensuring she provides good quality service. She has attended training to ensure she has a good understanding of the Early Years Foundation Stage workshops on promoting equality of opportunity and has recently obtained a level 3 qualification in childcare. The recommendation from the previous inspection has been satisfactorily addressed ensuring the first-aid box is regularly checked and updated.

Children enjoy their time with the childminder as close and caring relationships have been established. There is a good range of easily accessible and well-maintained toys to promote purposeful play and reflect positive images of diversity. The learning environment is organised well to meet the needs of the children. The age and stage of development and the unique personality of each child is taken into account to ensure children achieve with confidence. Excellent relationships have been established with parents, as well as verbal discussions, and daily diaries are completed for all children and these are taken home at the end of each session and have space for parents to write comments. During initial meetings, parents are encouraged to share as much information as possible about their child and the childminder makes visits to the child's home in order to see them in their own environment. Parents comment their children are always happy to attend the childminder's home as she provides a welcoming homely environment with a range of experiences to promote children's all round development. Close links are beginning to be formed with providers of other settings that children may attend, for example, the local nursery school.

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

The children are happy in the care of the childminder, she is very kind and affectionate towards them. They enjoy her company as she joins in with their play, resulting in much laughter. They are supported in their learning, as a range of interesting and challenging activities are readily available to them all. Time and consideration is given to each child's individual needs. Purposeful play takes place both indoors and outdoors with the childminder taking the children on various outings. For example, toddler groups, where they learn to socialise, take turns and share resources. Soft play areas where they develop their physical skills and the library where they are able to choose their own books. Outings to the park allows them to explore as they hunt for insects, investigate tadpoles and watch them grow into frogs. A good mixture of adult-led and child-initiated play provides children with an array of opportunities to develop their skills and learning. Children are valued and respected as individuals. The childminder has realistic expectations

of children's behaviour and effectively implements a range of strategies which promote positive behaviour. Children respond positively to meaningful praise and sensitive encouragement, which promotes their social skills, confidence and self-esteem.

Personal learning journeys are in place for all children. They include samples of children's art work, photographs of children undertaking various activities and detailed observations. They clearly link to the areas of learning and plan for the next steps in children's learning. Children enjoy being creative as they make caterpillars out of egg cartons, grow cress in them and make cars out of large cardboard boxes. Children's artwork is displayed, giving them a sense of belonging. Pictures, posters and activities are used to support their numeracy, communication, language and literacy skills. The childminder provides activities to promote language development from an early age, chatting to the children, responding to them and asking open ended questions. Children learn about the wider world through celebrating festivals, such as Chinese New Year, they make Diwali lamps and have visited a local Mosque. Children enjoy growing plants, such as rhubarb, cucumbers, spring onions and pumpkins at the childminder's allotment, and relish eating the end product.

Children are cared for in a safe and secure environment because the childminder has completed a thorough risk assessment which covers all areas of the home, garden and outings. Written policies and procedures, and parental consents ensure children are well protected. Children are beginning to understand about taking care of themselves and others as they practise regular fire drills and help tidy away toys. Children's good health is promoted as effective procedures are in place to prevent the spread of infection, such as the use of paper towels and the exclusion of children with an infectious illness.

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	1

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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