

Inspection report for early years provision

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Inspection date	13/04/2010
Inspector	Pauline Pinnegar
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 2004. She lives with her husband in the Billingham area of Stockton-on-Tees. The home is close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. There is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for children on weekdays from 7am to 6pm for 47 weeks of the year. She takes and collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of children in her care ensuring they are happy, settled and confident. She provides an inclusive environment, having a good knowledge of children's individual needs, enabling them to make good progress in their individual learning and development. Systems for observations and assessments are developing. Effective partnerships with parents ensure children's needs are well met and links with other providers are being established. The childminder is continually developing her understanding of the Early Years Foundation Stage, so that the welfare, learning and development needs of children are mostly successfully met. Overall, a good range of policies and procedures are implemented well and shared with parents. The childminder is committed to ongoing improvement of her provision through self-reflection, evaluation and training.

What steps need to be taken to improve provision further?

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

- develop systems for using observation and assessment to plan next steps in learning for individual children
- improve the procedures for changing nappies and washing hands before snacks and meals
- ensure effective continuity and coherence for children who attend full time education by sharing relevant information regarding their care and education.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues. She provides a wide range of policies and procedures to support this, such as, health and safety, fire evacuation, uncollected child, child protection, accident and emergency. Children are protected from harm while in her care, as she is aware of the signs and symptoms of abuse and the relevant agencies that need to be informed should she have any concerns and has completed training. Appropriate procedures are implemented well to assess the environment both inside and out, as the childminder undertakes and regularly reviews her risk assessments. She also ensures that all adults living on the premises are suitable to have contact with children. Maintaining appropriate records support this.

A welcoming environment is created, children are able to play, rest and eat in comfortable surroundings. The indoor and outdoor environments are well resourced. All children have easy access to a range of good quality toys and resources. This encourages them to make choices and contributes in helping them make progress in relation to their starting points. The childminder regularly reflects on her practices using the Ofsted self-evaluation form and plans to develop these systems further with the addition of the National Childminding Association reflective practice journal. She is clearly able to identify areas for improvement. The childminder remains enthusiastic and motivated through enjoying seeing the children learn. Feedback is sought from parents and she is in the process of developing questionnaires. The childminder has taken reasonable steps to bring about improvements to the service by completing recommendations from the last inspection, such as, providing parents with clear written information about the complaints procedure and has now introduced a comments book for parents suggestions. These improvements enhance children's care and learning and increases information for parents. Furthermore, the childminder is fully committed to attending ongoing training to increase her knowledge and skills, such as, the Early Years Foundation Stage framework, National Vocational Qualification level three in Childcare, safeguarding and food safety.

Children benefit from the childminder working closely with parents. Parents are very involved in children's learning and development through daily chats, daily diaries and the sharing of the learning journeys. New parents receive a wealth of information regarding menus, activities and a comprehensive range of policies. Relevant information recognising the uniqueness of each child is obtained from parents including detailed information with regards to children's starting points. Children's individual needs are discussed with parents and recorded on child record forms including health and dietary needs. The childminder is developing links with the local school providing the Early Years Foundation Stage framework through daily communication, but systems in place are not fully effective in order to ensure progression, and continuity of care and learning. The childminder clearly understands the benefits of working with other agencies to support children's learning and development. The childminder talks to children about people who are different in order to promote respect and understanding. Diversity is valued through activities recognising festivals from different cultures, such as, making

Japanese wall fans and celebrating the feast of the Passover and Australia day. Books, maps and posters are used well to discuss different countries and languages.

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

The childminder has a good understanding of the Early Years Foundation Stage that she implements well within her setting. Children are making good progress and the childminder is clear of her responsibilities with regard to ensuring that all children are challenged effectively. The childminder undertakes regular observations and assessments. Observations are clearly linked to the areas of learning and progress made towards the early learning goals. However, they do not clearly highlight children's next steps in order to plan effectively for their next stage in development. The childminder skilfully engages children during free play and adult-initiated activities, promoting and supporting their learning and extending their language skills by encouraging them to listen to stories, sing familiar songs and rhymes, and very young children begin to point to parts of their body. Children particularly enjoy watching their favourite educational DVD which promotes their very early listening skills. The childminder effectively extends activities regularly incorporating ideas, such as, number, shape and colour recognition. Flexible daily routines allow children to experience a suitable range of activities in the home and some within the local community, such as, toddler groups. Children are animated and relate well to the childminder, they have clearly established good relationships, as natural, warm interaction is apparent. Children are beginning to feel secure as they move around and explore their environment independently. The childminder is involved with the children as she sits on the floor with them, supporting their play. Children have fun and use their imagination in role play, making noises as they pretend to talk on the toy telephone and make cups of tea with the tea set and spoons.

The variety of toys provided, assists young children in developing skills for the future. Children explore early technology, accessing a suitable range of 'cause and effect' toys and delight as they press buttons and await the responses. They explore new textures, such as, dough and paint as an early creative experience and develop hand control for future writing skills as they make marks with wax crayons. Children are well-behaved and respond well to the childminder's management of their behaviour, enjoying receiving praise and encouragement for their achievements. Children develop collaborative skills and simple problem solving through construction play and daily routines. Children begin to develop an understanding of the natural world and outdoor environment as they visit the local wildlife park observing the different variety of birds nesting, and had fun feeding different animals at the local farm, and exploring the local sensory garden at the park.

Children are encouraged to adopt a healthy lifestyle and develop physical skills in many ways as the childminder encourages children to be active, eat healthily and to implement some hygiene practices. For example, children enjoy walking in the local community, and have regular opportunities to use the local park for physical

play with resources, such as, balls and parachutes. They are encouraged to eat healthy meals and snacks that include a range of fresh fruit and vegetables, incorporating any special dietary requirements. However, procedures for nappy changing and hand washing before snacks do not fully promote children's health. The changing mat is not always washed after each use and children do not always wash their hands before eating their snacks. Children learn about safety and how to keep themselves safe as the childminder encourages them to learn about road safety, 'stranger danger' and how to appropriately evacuate the property in the event of a fire.

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	3
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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