

Inspection report for early years provision

Unique reference number	EY275474
Inspection date	09/02/2010
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and two children aged seven years and 10 years old, in the Ingleby Barwick area of Stockton-on-Tees. The whole ground floor of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year. The family has two guinea pigs.

The childminder is registered to care for a maximum of five 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 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local school and attends several 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 where all children and their families are fully included. She demonstrates a secure knowledge of the Early Years Foundation Stage (EYFS) and provides a wide range of activities for children, which cover most areas of learning well. This enables children to make good progress in their learning and development. Systems for observations and assessments are being developed. The childminder works successfully with parents and other early years practitioners, which supports a regular exchange of information to provide an inclusive setting. All children are valued and their individual needs are met. The childminder's commitment to ongoing self-evaluation and her proactive approach to implementing changes, ensures she is constantly improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop procedures to ensure that identified next steps in learning are implemented into planning, matching the observations to the expectations of the early learning goals
- develop the opportunities for children to find out about and learn how to use appropriate information technology such as computers and programmable toys that support their learning.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well. She has a good understanding of child protection issues and of her responsibility to protect children's safety and welfare, which ensures children are well protected. She has further improved her knowledge in this area by attending updated 'on-line' training. In addition, the childminder ensures all adults who have contact with children are suitable and appropriately vetted. The childminder has a good understanding of the requirements and the information she needs to obtain from parents to ensure all records are well maintained. Effective records are maintained with regard to the children's attendance, medication and accidents. All records are stored to maintain confidentiality. The childminder has updated the documents in her portfolio to reflect the requirements of the EYFS. She effectively records all risk assessments carried out on the premises and for all outings, which ensures children are cared for in a safe and secure environment. The childminder provides a service that is inclusive for all children and their families to ensure children get the support they need to make good progress. She demonstrates a genuine commitment to inclusion and has identified this as an area to update her training further in order to be more proactive.

The childminder promotes equality and diversity in a very natural way, which is meaningful to the children. She ensures children are aware of the diversity within her own community and of others and celebrates festivals, such as, Eid, Divali and Holi. Children's play opportunities are maximised through the effective organisation of space, time and resources. For example, she provides a wide range of good quality resources that are easily accessible so that all children can make good choices and decisions in their play. Toys are rotated regularly to keep children interested and stimulated and the childminder makes good use of her local toy resource library.

The childminder effectively evaluates the learning and development opportunities she provides. She works closely with her local childminding network, other childminders and parents to discuss practice, as well as, searching on the internet for new ideas. She has addressed the two recommendations raised at the previous inspection and has a clear understanding of her areas for development. The childminder demonstrates a strong commitment to improving her provision and is committed to improving her childcare practice by attending regular training. This helps to promote outcomes for children. 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 childminder understands the importance of developing effective relationships with other providers of EYFS, for children who attend other early years provisions. She works well with her local nursery to ensure she has all the necessary information to meet children's individual needs on an ongoing basis and regularly exchanges information in the 'home/nursery diary'. Parents are actively

encouraged to share what they know about their child at admission. Through a number of means, they are kept well informed about the service the childminder provides. For example, they receive copies of written policies in their 'parents pack', can discuss their child's day informally and receive detailed daily diaries. They are fully involved in contributing to children's learning and development records. Parents comments are very positive and state the childminder 'offers positive encouragement in all aspects of children's daily activities', children are 'cared for in a safe, stimulating, fun environment' and 'thrive in their surroundings' and 'feel proud to have her as my childminder'.

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

Children are content and confident in familiar surroundings, as the childminder is sensitive to their needs and interests. The childminder has formed strong, loving relationships with children and they interact positively with adults. She offers clear praise, consistently, which encourages children's positive behaviour. As a result, children are at ease in the setting and clearly enjoy their time with the childminder. The children are able to progress successfully with their development, stimulated by a wide range of colourful resources. There is plenty to choose from and different rooms to play in so children remain active and engaged in play. They play with toy cars and small world figures and use their imagination well, dressing the dolls and playing with the handbags. They explore early problem solving, as they play with simple 'inset' jigsaws. They receive good support from the childminder who spends all her time playing with them, talking to them and extending their play. Children show a keen interest in stories and choose their own books with encouragement from the childminder. This is complimented with visits to the local library, children also celebrated 'National Book Week'. Young children join in enthusiastically with their favourite story 'Watch out Big Bro's Coming' having great fun making the animal noises for the chimpanzee and the parrot.

The childminder has developed individual 'learning journal' files for the children, which include photographs, examples of the children's work and observations of their activities. These are linked to the areas of learning and although next steps in children's learning are identified it is not clear how these are used effectively to inform future planning. Nevertheless, the childminder clearly knows the children well and ensures they take part in a wide range of activities, which cover most areas of learning well. This ensures children are making good progress in their learning and development. The childminder has also developed large 'floor books' depicting fun activities the children have taken part in. The book includes an abundance of children's work, photographs, written text and pictures. Children love to look at the book reflecting on the activities they have enjoyed. Their communication skills are effectively fostered through various activities, including songs and rhymes, musical instruments and effective interaction from the childminder. A variety of media and creative activities, including painting, collage and junk modelling helps to develop children's self-expression whilst having fun. Activities, such as, threading beads and stacking the dominoes provides opportunities for children to develop their fine motor skills. Children have good opportunities to learn about the natural world, as they plant vegetables and cress

seeds in the garden and go on trips, for example, to the local Nature Reserve' to hunt for 'mini beasts' using binoculars and investigate different pond life, such as, frogs. Children have good opportunities to socialise with others, as they attend a variety of toddler groups, including story time and enjoy trips in the local community to places of interest, such as, museums and farms. Children explore aspects of diversity as they celebrate festivals and access a range of images, which promote positive images of diversity. Opportunities for children to find out about and learn how to use appropriate information and technology are more limited in order for them to develop effective skills for the future.

Children are welcomed into clean and well-kept premises where they have ample space to play. Children are able to explore safely, using clean and well maintained resources. They are active or restful through choice and babies sleep in line with their individual needs and parent's wishes. Children flourish, as they access good opportunities for physical play, including negotiating large climbing equipment in the park, garden and toddler groups. Children's well-being is enriched through accessing a healthy diet. The childminder's good relationship with parents and her effective procedures ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection. All relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up-to-date. These positively safeguard children's well-being. The childminder acts as a positive role model; children watch as she washes her hands after changing children's nappies and she talks to them about the importance of cleaning their teeth. Children explored 'teeth friendly snacks' during a session at the local Sure Start Centre. The childminder provides young children with good levels of adult supervision so they take appropriate risk as part of their development. Children are encouraged to learn about staying safe on outings through appropriate discussions regarding road safety. It is clear that children feel safe in her company, readily expressing their preferences and feelings.

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

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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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