

Inspection report for early years provision

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Inspection date	11/02/2010
Inspector	Ann Coggin
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 June 1995. She lives with her husband and two adult children, in the Linthorpe area of Middlesbrough. The whole ground floor and the upstairs landing of the childminder's house is 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 and is currently minding two children in the early years age group. She also offers care to children before and after school. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local primary school and attends local toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the busy atmosphere, as their individual needs are met within the safe environment. A combination of home based activities and outings within the local community offer children a wide range of experiences, which promotes their learning and development. Children's welfare is effectively promoted, in order for their safety and well-being to be fully supported. Good liaison with parents ensures that the childminder knows the children very well, which enables their individual needs to be successfully met. Continual improvement within her setting is ensured by undertaking relevant training and the recommendations made at the last inspection have been addressed, to enhance her provision for the benefit of the children in her care.

What steps need to be taken to improve provision further?

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

- develop the opportunities for children to play outside on a daily basis, all year round.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded within the childminder's care, as she has appropriate systems in place to protect children. The childminder is familiar with the local authority's safeguarding procedures and continues to keep her knowledge of child protection issues up-to-date. She has a written statement which is shared with parents and this includes her procedure, should an allegation be made against her or a family member. Children are cared for in a safe and secure environment, where they are never left unattended with un-vetted people. 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. Detailed risk assessments are undertaken, to enhance children's safety while in the home, garden and on outings.

The childminder is committed to continuous improvement and attends childcare workshops to update her knowledge and improve her practice. She is currently working towards a level 3 qualification. She has begun to evaluate the effectiveness of her provision and is clear in her ideas for further improvement. The recommendations from the previous inspection have been satisfactorily addressed, resulting in fire evacuation procedures being practised with children at regular intervals and updating the complaints policy for parents in-line with current guidance.

The childminder organises her home and daily routine very well, to provide children with effective learning opportunities to meet their individual needs. The childminder has provided the children with a wide selection of good quality toys and resources, which they can access for themselves. They are learning about their own beliefs and those of others, by celebrating festivals. Children enjoy what is readily available to play with and can sit in comfortable surroundings during this time. Children benefit from the positive relationship the childminder has established with parents. Their individual needs and personal experiences are supported, by the childminder's clear understanding of their background. Information is shared on a regular basis, through discussion and with the use of individual daily diaries. Children's developmental journals contain detailed observations, art work and photographs, these are shared with parents regularly, inviting them to add their own comments. Parents state they are happy with the care provided. Links are currently being developed with other professionals.

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

Children benefit from a well resourced, welcoming environment, where they confidently choose equipment and initiate their own play. They are very happy and settled in the care of the childminder, who organises her home effectively to facilitate children's play. She plans activities to cover most areas of learning, however, the opportunities for children to play outside on a daily basis all year round are limited. The childminder provides interesting resources for the children and children are taken to places of interest on a regular basis, such as, toddler groups, sing and sign and jolly jingles. They have the chance to socialise with others and learn important skills for the future, such as, sharing and taking turns. They enjoy learning about the world around them while out walking to the local park, where they enjoy feeding the ducks and attending the local toddler group. The childminder provides a good balance of learning experiences for children. She is caring and affectionate and shows a genuine interest in their feelings and ideas. She interacts well with them and involves herself in their activities, in order to support their play, such as, building towers with the wooden bricks. Children behave very well, as the childminder acts as a good role model and uses positive behaviour management strategies.

The childminder has a good understanding of the Early Years Foundation Stage and has made a good start in making regular observations and assessments of children's development. She uses these observations to assess and plan for the next steps in each child's development. Children enjoy looking at books with the childminder. They sit on her lap and enjoy pressing the buttons on the book and smile when they hear different noises. Children's early language skills are developing well, as the childminder talks about the animals in the story, encouraging children to repeat what she says and mimic the animal sounds. They laugh and giggle whilst looking for the character, who is hiding behind various landmarks in another story read by the childminder. Children have opportunities to be creative, as they paint with their hands and feet, as well as enjoy gluing and playing with play-dough. They dance to the musical tape and attempt to sing nursery rhymes, such as, 'twinkle twinkle little star' and 'the wheels on the bus', whilst performing the actions.

Children's health is supported by a balanced diet being provided by the childminder. Wholesome, home cooked meals encourage children to eat fresh vegetables and fruit. Children are encouraged to follow appropriate hand washing routines through the childminder's clear example of how to prevent the spread of infection. This includes good nappy changing routines and the provision of individual towels for the children to use. Children learn about keeping themselves safe, as they discuss road safety during walks, talk about stranger danger, staying close to the childminder and take part in regular emergency evacuation drills.

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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