

Inspection report for early years provision

Unique reference number	EY400194
Inspection date	04/05/2010
Inspector	Lindsey Pollock
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 2009. She lives in Hartlepool with her partner. The playroom, lounge, dining area of the kitchen and first and second floor toilet facilities are available for childcare purposes. The childminder has a garden for outdoor play. She has a dog.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three 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 old. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder 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 has made a very positive start to childminding. She is an experienced, qualified childcare practitioner who clearly enjoys working with children. Their safety and welfare is ensured through policies and procedures which are effective in practice. All children are recognised and valued as unique individuals and are happy and settled at the setting. The childminder demonstrates a good commitment to improvement and recognises areas for development, but is not yet using all available systems to help her further enhance the already good practice that is in place.

What steps need to be taken to improve provision further?

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

- enhance planning by completing summative assessments at a particular point in time so children's progress can be tracked
- develop use of evaluation processes such as the Ofsted self-evaluation form to further enhance practice and prioritise areas for development
- ensure the record of risk assessments identifies potential risks on outings.

The effectiveness of leadership and management of the early years provision

The childminder has a clear awareness of how to keep children safe and secure while in her care and recognises this as a priority. She has good understanding of child-protection issues and is knowledgeable and confident in her ability to follow procedures in the event of concerns about a child. All required checks have been completed on the adults living in her home to ensure they are suitable to be in

regular contact with children. This ensures that children's welfare is effectively safeguarded. Comprehensive risk assessments are conducted for the premises. These are recorded and reviewed to ensure children's safety at all times, and appropriate steps are taken, such as fitting safety gates to prevent children's access to certain areas. Although risk assessments are undertaken for outings, as yet these are not recorded to help minimise any potential dangers to children when off the premises. Well-considered written policies are in place and reflect the childminder's good practice. Documentation is very well organised, and all records required for the safe and efficient management of her provision, and the meeting of all children's needs, are well maintained. They are organised effectively and securely stored to ensure confidentiality.

Systems for self-evaluation are in the early stages of development. The childminder seeks feedback from parents, including questionnaires. She reflects on feedback to evaluate her service, and adapts her practice accordingly. She demonstrates a good commitment to developing the provision and to providing the best care for children, but, as yet, is not using processes such as the Ofsted self-evaluation form to help with identifying and prioritising areas for continual development.

Partnerships with parents are already a strength of the setting. The childminder works closely with parents, so she is fully aware of children's individual needs. This enables her to provide an inclusive environment where all children are offered appropriate support and are able to participate fully. The use of daily diaries and development files keep parents up-to-date with what their children are achieving at the childminder's. Parents speak very highly of the care their children receive. The childminder is fully aware of the importance of developing partnerships with other providers of the Early Years Foundation Stage to meet the needs of individual children when this is appropriate.

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

Children are happy and secure in the care of the childminder and established bonds are evident. They approach her confidently and with much affection. They are cared for in a warm and welcoming environment with a good range of resources available to support their learning and development. They can move around freely and access their activities and toys easily and safely. There is lots of space for the youngest children to crawl around and also practise walking with push-along toys. The childminder has a good understanding of child development. She observes children effectively to identify what they know and can do and she links these to the areas of learning. However, systems for summative assessment have not yet been implemented, to enable the childminder to fully track children's progress to help with identifying the next steps for their development.

Children's days are well balanced, with lots of opportunities for them to make choices, play in the home and also attend community groups where they can experience further activities and develop their social skills. Although very young, they are beginning to understand the importance of sharing, with lots of support

and reassurance from the childminder. The environment is rich in print, helping the children to understand that print carries meaning, while mark-making opportunities and books are plentiful. They enjoy reading their favourite books, such as 'Goldilocks and the Three Bears', which helps to develop their understanding of size and number. They love retelling the story in their own way, copying the childminder's voice for 'baby bear'. They are becoming increasingly independent, feeding themselves and making choices about what they want to play with. There is lots of early technology readily available to children and they show great interest in this and in the inspector's laptop. Children are beginning to learn about their own and other people's beliefs through activities and access to resources which help to raise their awareness and appreciation of diversity.

The children's health and well-being is well promoted. High standards of cleanliness are maintained throughout all childminding areas, and good practice, such as wearing protective gloves when changing nappies, helps to prevent the spread of infection. Children enjoy healthy snacks and nutritious meals and have access to drinks throughout the day. Daily outings take place, ensuring children get lots of physical exercise and benefit from the fresh air. Routines are in place to help children learn about keeping themselves safe, for example, talking through road safety and practising the emergency evacuation procedures.

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

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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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