

Inspection report for early years provision

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Inspection date	22/04/2010
Inspector	Vivienne Dempsey
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 2006. She lives with her husband and two children aged seven and nine years in a three-bedroom house in Hartlepool. The ground floor, first floor bathroom and her children's bedrooms are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered to care for a maximum of four children under eight years, with a maximum of three children under five years at any one time. She attends local childminding groups and is a member of the National Childminding Association. She lives within walking distance of local schools and amenities. Currently there are four children on roll, of which two children are in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has a CACHE Level 3 Diploma in Home-based Childcare and has a BTEC Level 3 in 'Signing with Babies and Young Children'.

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 for all children and their families. She knows children well and a wide range of information is collected from parents. This enables the childminder to meet the individual needs of all children very well. The childminder involves parents and children in the self-evaluation process. She uses the Ofsted self-evaluation tool to assess the strengths and weaknesses of the provision she provides. Plans for the future are well targeted to ensure continuous improvement, which promotes 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 awareness of different cultures to further promote children's awareness of a diverse society.

The effectiveness of leadership and management of the early years provision

The childminder has good procedures in place to gather and record relevant information required in order to meet children's individual needs, such as children's details and medical needs. She demonstrates a very good understanding of the signs and symptoms of abuse and who to contact if she has a concern about a child. The childminder holds public liability insurance, keeps an up-to-date record of children's attendance and clearly displays her certificate of registration. This helps to promote outcomes for children. The childminder promotes children's safety as she maintains close observation of them and implements appropriate

procedures, such as, using stair gates and checking all areas of the home before children arrive. This is supported with written risk assessments of the home, garden, resources and outings. The childminder further protects children's safety as she seeks permission from parents enabling children to use outdoor equipment and take part in outings. The childminder has completed a relevant first-aid course and consent to obtain emergency medical advice or treatment is in place. This enables the childminder to react quickly in the event of an accident, which protects children's welfare very well.

The childminder works extremely well in partnership with parents. They are kept fully informed of their children's development and progress through regular discussions and access to their children's learning journey records. Parents are welcomed to make comments in the 'parents comment log'. The childminder uses these comments to plan activities, which links children's learning to experiences and interests at home. Parents are very pleased with the service the childminder provides and comment that 'because of the childminder children have grown into highly sociable and friendly children, and children really benefit from being with her'. A welcome pack ensures that they are informed of all relevant policies, procedures and important information. A variety of questionnaires are completed by parents, and parents' and children's views are used to develop the service provided. Recommendations from previous inspections have been implemented to improve outcomes for all children. The childminder attends regular training and has completed the Level 3 Diploma in Home-based Childcare, developing her knowledge and skills and the service she provides. Currently the childminder does not care for children who attend other settings, however, the childminder has a positive attitude to developing links with other providers to ensure continuity and coherence in children's care, learning and development.

Equality and diversity is very well promoted. For example, all children are warmly welcomed and the childminder provides a good range of activities to develop their awareness of differences. For example, children enjoy celebrating Chinese New Year and have fun tasting a variety of Chinese food. However, although the childminder's knowledge of different cultures is already good, it is not fully up-to-date, which does not fully develop children's understanding of a diverse society. The environment is safe, well cared for and conducive to learning. Children are making good progress towards the early learning goals. Resources are freely available, giving children choices about what they do, which helps to develop their confidence and self-esteem.

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

Children are very happy and secure in the childminder's care. They have good relationships with each other, the childminder and her family. The childminder supports children's learning very well. She is involved in their play and she promotes their language and thinking skills by asking and answering questions. She knows the children very well. Learning journey files are in place for each child and show their progress towards the early learning goals. This is combined with a good range of activities that promote learning across all areas, to ensure that

children are making good progress in their learning and development.

Children enjoy sharing stories with the childminder, in the tent in the garden, and confidently talk about what happens next. They have great fun climbing up and sliding down the slide. They discuss how to use the slide safely and know to wait at the top until the bottom of the slide is clear. This develops their understanding of safe practices and demonstrates their awareness of keeping others and themselves safe. Children enjoy making a 'cuppa tea' in the toy kitchen for visitors, using available resources to act out every day routines. They take part in regular visits to the local parks, beach and countryside play areas, which helps develop their physical skills while extending their knowledge of the local environment.

Children have good opportunities to learn about and adopt healthy routines, such as, washing their hands before snack. They also have regular opportunities for physical activity, such as going for walks or playing in the garden. A wide variety of healthy snacks and meals are provided, such as, children's favourite fishcakes and vegetables. Drinks are freely available, which helps keep children hydrated. Planned activities, such as practising fire drills and discussing road safety, help children begin to learn how to keep themselves safe. A clear sick child policy, which is effectively shared with parents, ensures that children do not attend if they are ill. This helps to reduce the risk of cross infection.

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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