

Inspection report for early years provision

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Inspection date	10/05/2010
Inspector	Karen Marie Tervit
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 has been registered since November 2006 and lives in the Rift House area of Hartlepool, with her husband and adult daughter. The whole ground floor of the childminder's house is used for childminding and there is a designated playroom and fully enclosed gardens for outside play. The childminder's daughter works as co-childminder. Both childminders have joint responsibility for the childminding practice.

The childminder is registered to care for a maximum of six children when working alone and a maximum of 10 when working with another childminder. They are currently minding six children in the early years age group between them. Children attend on a full and part-time basis. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and both 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.

Children settle extremely well with both the childminder and her co-childminder and enjoy warm, close relationships. The childminder is extremely organised and professional in her approach, making excellent use of the home, garden and local community, offering many valuable learning opportunities. All children are treated as individuals in a fully inclusive setting and have their differing needs effectively met through very close partnership arrangements with parents and others providing the Early Years Foundation Stage framework. Most documentation required to promote the safe and effective management of the setting is in place. The childminder is motivated and committed to developing her practice and promoting good outcomes for children, as a result, the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- extend the record of risk assessments to include any assessments of risks for outings and trips
- further develop systems to evaluate the service provided to ensure that plans for the future are prioritised and well targeted to bring about improvement and outcomes for children, for example by using the Ofsted self-evaluation form.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of signs and symptoms of abuse, as well as procedures to be followed in the event of any concerns, ensuring children are safeguarded. Children are further protected by a large number of written policies which are effectively implemented and routinely shared with parents. Their welfare is assured as the childminder, her co-childminder and other adult household members have had suitable checks completed. Children are cared for in a safe and secure environment. The childminder and co-childminder organise their time exceptionally well to provide children with a very high level of individual support and constant supervision. There is a comprehensive record of risk assessments, which are regularly reviewed, along with daily checks of all areas, enabling the childminder and her co childminder to identify and address potential dangers within the home and garden quickly. However, although they carry out a full risk assessment for each type of outing they undertake, there is no written record of these for each individual outing.

The childminder demonstrates an extremely professional attitude towards caring for children and puts maximum effort into the provision. The childminder is keen to improve the quality of the service she offers. She does reflect on the service she provides in order to maintain continuous improvement, however she has not completed any formal self evaluation. She is keen to share best practice ideas with other childminders in her area as they meet up on a regular basis. The childminder has attended a wealth of recent training and is booked on further courses. She uses the new skills learnt to inform and develop her practice. The childminder has positively addressed the recommendations from her previous inspection, for example the record of attendance now clearly reflects when children are at school or nursery and a detailed complaints procedure is in place.

Children's play opportunities are maximised through the extremely effective organisation of space, time and resources. The children benefit from a dedicated playroom where colourful examples of their work, along with posters and photographs help to promote their sense of belonging and self-esteem. The childminder is extremely dedicated to caring for children with special educational needs and/or disabilities. She is proactive, in ensuring that she provides an inclusive environment so that all children can develop to their full potential. Both the childminder and her co-childminder take joint responsibility for sharing information with parents, which has resulted in very successful partnerships being established. In addition to the daily discussions, there is also an exceptional amount of information on display, therefore ensuring an extremely effective two-way flow of information. The parents are actively involved in contributing towards their children's ongoing assessment records as they are invited to read their child's development folders and share their observations from home. It is evident from parents' comments that they are extremely happy with the service provided. The childminder has excellent links with other providers of the Early Years Foundation Stage and works in partnership with them to complement children's care and learning.

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

Children are happy, comfortable and relaxed. Excellent use is made of space in the dedicated playroom, which is well equipped with suitable age appropriate toys and play equipment. This environment enables children to independently access an excellent selection of play opportunities that supports progress in their learning and development. A good balance of child-initiated and adult-led play experiences ensures suitable challenge for their age and stage of development. Children's understanding of difference and diversity of the world is effectively met through activities, access to resources, and discussions when looking at pictures and books. Children celebrate festivals and special events, they learn to respect similarities and differences of each other.

Each child has their individual folders, with samples of photos, and their art and craft work. The childminder makes perceptive and interesting observations of the children, with her co childminder taking lead responsibility for the recording of these. They use these to assess children's progress, and inform planning to cover all areas of learning and takes very good account of children's interests. For example, the children particularly enjoy 'Fireman Sam', they talk about the many characters from the programme and sing the songs unprompted.

Children thoroughly enjoy being creative with a variety of different resources. They have created beautiful displays about a favourite story 'The Hungry Caterpillar' to decorate the playroom wall. Babies standing skills are encouraged as they have sturdy low level furniture to pull themselves up against. The childminder constantly talks to them, recounting what is happening as they play or while being fed, to encourage their early language development. Children show great interest as they hunt for mini beasts, then look at them using microscopes. They receive good opportunities to develop their physical skills either in the well resourced garden or at one of the many toddler sessions they attend. Babies delight in visiting the sensory room at toddler sessions. Children use their imagination well, as they pretend to be hairdressers or shopkeepers.

Children adopt good personal health and hygiene practices. Children develop an understanding of keeping themselves safe as they are involved in practising regular fire drills and discussions about road safety. They tell adults that they would ring 999 in an emergency to get help. Children receive a varied diet, which includes nutritious home cooked lunches, including fresh vegetables. The childminder prepares the meals and has appropriate food hygiene training. The menu is clearly displayed for parents to see. Children behave very well. They receive sensitive but clear guidance, which helps them to understand right from wrong. Children receive consistent praise for all achievements and are encouraged to show respect for each other and develop good manners. Children receive daily opportunities to experience fresh air and be active.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1
The extent to which children make a positive contribution	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met