

Inspection report for early years provision

Unique reference number	EY404480
Inspection date	16/06/2010
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 January 2010. She lives with her husband and three children aged 10, four and three years, in Hartlepool. The house is situated within easy walking distance of local amenities, including schools and shops. The ground floor rooms and second bedroom are used for childminding. Children have access to a large rear garden for outdoor play. The family has a dog.

The childminder is registered to care for a maximum of four children under eight years at any one time; of these, no more than one may be in the early years age range. She is currently caring for one child in this age group. 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 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 satisfactory.

The childminder has only very recently started caring for children on a childminding basis, however, she has made a positive start and children are well cared for, valued as individuals and settle quickly in her care. She is keen to develop her provision and promote children's care and learning. Although systems for self-evaluation and monitoring are still in the early stages, she demonstrates a capacity to maintain continuous improvement.

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 particular points in time so children's progress can be tracked
- develop use of the self-evaluation form to help prioritise areas for development
- practise the emergency evacuation procedures when children are present to ensure the premises can be evacuated quickly and safely.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities regarding safeguarding and has a good understanding of the Local Safeguarding Children Board procedures. She has completed recent training, enabling her to respond appropriately and quickly if child protection concerns arise. Checks have been completed on all household members to ensure they are suitable to be in regular contact with

children. Her home is safe and secure, with detailed risk assessments conducted and recorded to help her minimise potential dangers. The childminder is trained in first aid and has appropriate procedures to deal with accidents, incidents and administration of medication. Documentation is well organised and available for inspection.

The childminder is committed to developing the provision. Although she has only recently started caring for children, she has many plans in place to improve the setting and outcomes for children. She has a positive attitude to attending training and has good partnerships with the local authority, seeking and acting on their advice. Self-evaluation is in the early stages. The childminder seeks feedback from parents and is beginning to use the Ofsted self-evaluation form to help her develop her practice. All children are warmly welcomed into the setting where they develop a sense of belonging. An inclusive environment is provided in which children are treated as individuals and steps are taken to ensure all are included. The childminder has a good range of toys and equipment to sufficiently meet children's needs. This includes resources which reflect our wider world and community, to help children develop positive attitudes towards others.

Good partnerships have been established with parents. They speak very highly of the care their children receive and state that they would 'highly recommend' her service. She discusses care routines during gradual admission visits, and seeks and records detailed information relating to children's needs, likes and dislikes. This helps her to establish children's starting points and ensures their continuity of care. Parents are kept well informed about their children through verbal communication, written information and individual progress files. The childminder is aware of the requirements to establish links with other agencies or providers who may be involved with the children.

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

The childminder is warm and caring and children are happy and relaxed in her care. They have settled quickly and respond well to the childminder and her family. Because children have only attended for a short time the childminder is in the early stages of planning for their next steps in learning; however, some observations have already been completed and these are beginning to inform future activity planning. As yet, formats are not in place to record summative assessments, when appropriate, to track children's progress.

Children move around freely, practising their new skills of shuffling, and access their activities and toys easily and safely. Their independence is developing as they choose from the resources set out. They have access to a variety of toys with different sounds and textures to promote their sensory development, and thoroughly enjoy their first experiences with paints. They enjoy music and respond immediately when they hear familiar tunes on musical toys. Their social skills are developing as they play alongside the childminder's children and larger groups of children at community groups. Children are developing skills that will contribute to their future economic well-being; for example, as they become interested in early

information and communication technology, such as musical and wind up toys, and as they become independent learners.

Good emphasis is given to promoting the children's health. Effective hygiene measures are implemented, such as good nappy changing procedures and washing toys and equipment. This helps to prevent the spread of infection. Good standards of cleanliness are maintained throughout childminding areas. There are many outdoor toys and resources to ensure children enjoy playing outdoors as they get older and, when possible, arrangements are made for the youngest children to benefit from the fresh air. Although the childminder is clear about the evacuation routes, she has not yet practised these when children are present to ensure the premises can be evacuated quickly and safely.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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