

Inspection report for early years provision

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Inspection date	27/04/2010
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 October 2009. She lives with her husband and their nine year old son in Crook. The whole of the ground floor of the home and the rear spare bedroom on the first floor are used for childminding. There is an enclosed rear garden for outdoor play. The childminder lives in close proximity to local schools, shops, toddler groups and other useful amenities.

The childminder is registered on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time. She is able to provide overnight care for one child under eight years. She is currently caring for two children in the early years age range. The childminder supports children with special educational needs and/or disabilities. She is a member of the National Childminding Association and the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a caring and comfortable family environment, where she recognises the uniqueness of each child. Even though children have only attended for a short time they are very happy and settled. The children are making good progress in their learning and development as they enjoy a wide range of activities within the home. The childminder has built up very good relationships with parents and other providers of the Early Years Foundation Stage. She has begun to use the process of self-evaluation as a way of developing and improving her practice. As a result she has a good capacity for continual improvement.

What steps need to be taken to improve provision further?

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

- further develop systems for recording the children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- continue to develop the use of quality improvement processes, such as the Ofsted self-evaluation, as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

The children are well protected, as the childminder has a wide range of written policies and procedures in place, which are regularly updated and used to effectively safeguard children. For example, medication, equal opportunities and safeguarding children. Children are further safeguarded as the childminder has a clear understanding of her role in protecting children. She has recently attended

further training in this area. All adult household members have been suitably vetted. The childminder is proactive in ensuring appropriate measures are in place to maintain the children's safety. For example, doors are fitted with buzzers and are kept secure to ensure that no one may enter the home without her knowledge. There is a comprehensive record of risk assessments, which clearly highlights potential hazards within the home, garden and on outings. These are reviewed and updated regularly to ensure the children's ongoing safety. For example, during the work being completed in the newly extended garden.

The childminder has a clear vision for her setting. She is enthusiastic and has a positive attitude towards ongoing improvement and promoting good outcomes for children. She has attended a good amount of training since registration and is proactive in seeking more. For example, she is looking towards starting a level 3 childcare qualification. She has some processes in place to monitor the setting to ensure the quality of the provision is good. For example, she has started to collect parents views on the service she provides and has looked at the Ofsted self-evaluation form. However, this is in the early stages of development. The children's play opportunities are maximised through the highly effective organisation of space, time and resources. Their art work is creatively and attractively displayed in the kitchen and dedicated playroom giving them a sense of belonging. The childminder works hard to provide an inclusive environment. Children with special educational needs and/or disabilities are well supported, the childminder demonstrates a positive attitude towards working with parents and taking appropriate steps to ensure that all children are fully included at the setting.

The childminder has a good relationship with parents. There is lots of visual information clearly displayed for them in the playroom. Highly effective settling in procedures designed to meet the needs of individual children and their families ensure children settle well and feel at home in the childminding environment. Parents are kept fully informed of their children's care, progress and achievements as information is effectively exchanged on a daily basis. The childminder involves parents in the children's ongoing learning and receives lots of information from them about their child's starting points and progress at home. Parents written comments are very positive. The childminder has developed good links with other local provisions that children attend, which ensures that children receive continuity in their care.

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

Even though children are very new to the setting they are happy, settled and relate well to the childminder and her family. A good balance of child-initiated and adult-led play experiences ensures that children are suitably challenged for their age and stage of development. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a variety of resources and activities, which promote a positive attitude of the wider world. The childminder deploys resources, so children can freely choose what they would like to play with. These are attractively displayed in the playroom or outdoors. Patio doors are kept open to encourage the free flow of play both indoors and outdoors.

The childminder plans her day flexibly to take into account meal times and the fact children do not go home until late so they sometimes become tired. Individual files for each of the children have been developed. The childminder is beginning to complete observations and assessments. However, these are in the early stages and are not linked to the early learning goals, therefore, they do not show clearly how children are making progress.

The children clearly enjoy being outdoors as they scramble through the play tunnels or paint sharks and helicopters on the paving stones. They use their imagination as they play with the small world figures and toy fort or take their babies for a walk in their buggies. Babies are developing their skills as they have space to roll over and smile broadly as they explore different textures and noises. Children receive good opportunities to be creative as they decorate paper plates or make different characters from wooden spoons. Children are able to do their homework or relax after the busy school day. Regular opportunities are provided for children to explore shapes and sort and match objects through fun activities. A good range of books are available, including information books and children handle these carefully with growing interest.

Children adopt good personal health and hygiene practices. They follow the good role model of the childminder who keeps her home clean and well maintained. Children do not attend if they are sick, which enables the childminder to protect others from illness. The children's knowledge about personal safety is encouraged by gentle reminders from the childminder to be careful, they know the hook needs to be on the patio doors and that shoes need to be tucked away so no one trips over them. Children are able to rest and sleep according to home routines. The children are developing their knowledge of healthy foods, through a variety of planned activities and discussions. Meal times are a social occasion with children sitting together and eating, they have designed and made their own placemats so they know which chair to choose. They are encouraged to try new foods and receive a healthy and varied diet.

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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