

Inspection report for early years provision

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Inspection date	30/06/2010
Inspector	Pauline Pinnegar
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 was registered in 1995. She lives with her husband in the Eston area of Middlesbrough. The whole of the ground floor of the childminder's home apart from the conservatory is used for childminding, as well as most of the rooms on the first floor, apart from two bedrooms. There is a garden for outdoor play. The childminder cares for children on weekdays from 7am to 6pm for 47 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She currently has three children on roll, all of whom are in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and secure because the childminder provides a very caring and warm environment for all children and ensures that their individual needs are met. Children's welfare needs are effectively met because the childminder works closely with parents to ensure she is aware of children's individual routines. Overall, the childminder provides a suitable range of stimulating activities which cover most areas of learning and as a result, children are making steady progress towards the early learning goals. Systems for observations and assessments are being developed but as yet do not effectively include parents input. Self-evaluation is in the early stages and the childminder is beginning to reflect on where improvements can be made in order to improve the play and learning experiences she provides for the children and ultimately ensure continuous improvements are made.

What steps need to be taken to improve provision further?

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

- further develop the use of observations to ensure that the identified next steps for children inform planning and provide individualised learning experiences for each child
- further develop the systems to involve parents as part of the ongoing observation and assessment process and for them to contribute to their child's learning and development record
- further develop resources and activities to nurture children's awareness of their own and other peoples cultures in order to understand and celebrate the similarities and differences between them in a diverse society.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her role and responsibility with regard to safeguarding children. She has also recently updated her safeguarding training. This results in children being well protected. She carries out risk assessments on a daily basis within her home and for any outings undertaken. These effectively reduce the chance of accidental injury. The childminder is keen to progress her professional development. Resources are displayed at the children's height to encourage free choice and independence. The childminder promotes an inclusive practice which values the uniqueness of each child. Children are developing an understanding of the wider world in which they live through regular walks in the local community and by accessing local groups. However, resources and activities which help children to begin to know about their own and other peoples cultures are less well planned. The childminder demonstrates an encouraging attitude to liaising with professional agencies to ensure that children with special educational needs and/or disabilities are equally provided for. The daily routines are planned to provide a balanced day so the children can have a range of experiences. For example, they enjoy daily trips to a local toddler group, parks and leisure centre. This provides further learning experiences and opportunities to extend their social skills.

The childminder has completed a self-evaluation form and is beginning to reflect on the service she provides. She gains feedback from parents to ensure they are completely happy with the learning and development opportunities offered. The recommendation raised at the previous inspection has been positively addressed. The childminder shows a commitment to developing and improving her practice. For example, she has attended additional training courses to enhance the care and learning experiences she provides to the children, and is keen to progress her professional development further. This impacts favourably on children's well-being. Records, policies and procedures are implemented well to support the effective management of the provision and to maintain children's health and safety.

The childminder works closely with parents to ensure children's individual welfare needs are met. She has effective systems in place to share information with parents. The childminder talks to parents before children attend her setting in order to find out about their children's individual needs and any relevant information relating to their children, such as special people in their lives and their favourite things. She speaks to them on a daily basis and completes a daily communication diary to make sure they are fully informed of the experiences their children have enjoyed. Parents are able to continue their children's learning at home through highlighted activities, but as yet systems for them to contribute to children's learning and development records are not effectively established. Parents describe the childminder as 'trustworthy, honest and a good communicator' and 'she is brilliant and it is a credit to have her look after my child'. There are currently no children attending who access care and education in more than one setting. However, the childminder has liaised with other practitioners in the past and shows a clear understanding of the benefits of such liaisons to promote continuity and cohesion.

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

Children are happy and secure and thoroughly enjoy the quality time the childminder spends playing with them. The environment is suitably presented to ensure that learning is fun and help the children make progress in their learning and development. The childminder recognises children's unique qualities and ensures that their individual needs are being met. Children are engaged and interested in their play. They confidently make independent choices and self-select toys and activities they are interested in. This is because the childminder has a good understanding of the learning development needs of the children in her care and provides a suitable range of interesting activities. The childminder is in process of developing the planning of activities for individual children, using their starting points to build on what they already know to further enhance their learning and play experiences. She has begun to develop observations of what children can do and records their next steps in development. However, all these systems are in their infancy due to the short timescales the childminder has been caring for the children currently on roll.

Babies are very much at home in the childminding environment and have their care needs met well by the childminder. For example, she responds positively to their individual needs by offering drinks when they are thirsty and making them comfortable to enable them to have a sleep. The childminder has an affectionate approach towards the children and regularly offers them cuddles. She builds on children's experiences through actively being involved in their play and learning. For example, she sits on the floor and engages well by talking, praising, smiling and laughing with the children. Consequently children enjoy her company; they are happy, secure and confident in the childminder's care. Children enjoy participating in activities, such as making models with their play dough, painting, building and constructing, reading stories, singing and completing simple puzzles. They enjoy using a selection of programmable toys that support their learning as they find out why things happen and how things work. This helps children to develop skills for the future. Children develop their creativity and imagination as they use small world toys and have fun playing with the doll's house and figures and pushing the doll's buggy. The childminder encourages children's early communication and language by constantly talking to them and introducing new vocabulary while they play, and also by sitting and reading simple pictures with them. Children have good access to writing materials, such as crayons, pencils and paper, enabling them to develop their early writing skills. Children are also developing their problem-solving skills, for example, they complete simple jigsaw puzzles and shape sorters, and older children are learning to recognise numbers, shapes and colours.

The childminder plans a weekly menu which is shared with parents and supports children's individual dietary needs. For example, children enjoy a variety of healthy and nutritious meals and snacks, such as, meat and a selection of vegetables and fresh fruit. They are offered regular drinks throughout the day. Children learn the importance of keeping themselves safe as they receive gentle reminders during play. In addition, regular fire drills further contribute to children developing an

awareness of how to keep themselves safe. Children follow suitable hygiene practices, such as washing their hands after visiting the toilet and before eating. In addition, children enjoy fresh air and exercise as they play in the garden and visit the local park, developing their large muscle skills. Consequently they are learning the importance of being healthy and active through physical play. The childminder understands how to manage children's behaviour appropriately. For example, she praises children's achievements to promote confidence and self-esteem. The childminder recognises the importance of having a consistent approach and being a positive role model. She has built close and loving relationships with the children. As a result, children are settled in her care.

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	3
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	3
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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