

Inspection report for early years provision

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Inspection date	08/11/2010
Inspector	Lynne Pope
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 May 2010. She lives with her adult child. They live in the residential area of Hartlepool. The childminder's home is accessed by a step. The whole of the ground floor, the main bedroom and bathroom on the first floor of the childminder's home is used for childminding. The childminder is registered by Ofsted on the Early Years Register, and the compulsory part of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to eight years. Currently there are no children that attend in this age group. The childminder cares for children Monday to Friday from 6am to 10pm for 49 weeks of the year. The family has four cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming environment, where they are acknowledged and valued as individuals. The childminder has a good understanding of the Early Years Foundation Stage and provides a wide variety of activities to promote all areas of learning. Children are safeguarded and their general welfare is enhanced, through the suitable practice delivered by the childminder. There are processes in place for the childminder to assess the quality of service, care and education sufficiently well.

What steps need to be taken to improve provision further?

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

- develop procedures for parents to be able to contribute to their child's learning and development
- update the record of risk assessment to include any assessments of risks for outings.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as the childminder has a suitable understanding of the procedures to follow should she have any concerns about their welfare. Most documentation required for the safe and efficient management of the setting is in place. For example, records of children's details and accidents. Possible hazards around the home and garden have been identified and steps taken to minimise these hazards. A written record supports this. Visual risk assessments are carried out at any venue that the childminder visits with the children to ensure their safety, however, these have not been included in the

written risk assessments.

The childminder provides a welcoming environment which helps children to feel secure and valued. Children are able to make their own choices from the range of resources and furniture that are set out daily. This helps to develop their independence. The childminder ensures that they are age and ability appropriate and that they are maintained and checked on a regular basis. Activities are led by the interests and enthusiasm of each child that attends and take place with regard to any likes, dislikes and specific needs that each child may have. The childminder has made use of training opportunities to develop her understanding of childcare further. For example, she has attended training in respect of safeguarding and building partnerships with parents. The childminder has made satisfactory progress in ensuring her provision meets children's needs. She has identified areas for further improvement which include purchasing more resources and developing the rear garden so that children can use this area with greater safety.

There are no children that attend with special educational needs and/or disabilities at present, however, the childminder has suitable strategies in place to accommodate their needs and to liaise with their parents or other agencies. Satisfactory relationships have been developed with parents. Written policies and procedures are given to them to ensure they understand how the service is run. Information about the child is gathered when they first start and the childminder reviews their changing needs with the parent every three months ensuring that their care is tailored to the individual child. Parents view the written observations that are carried out regularly on their child, however, they have not been asked to contribute with their own observations and assessments to give a fuller view of their child's progress.

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

The childminder has a good understanding of child development and the Early Years Foundation Stage framework which is appropriately implemented into her everyday practice. Introductory visits are offered to help new children to settle and for the child's needs to be assessed. This ensures that activities are tailored to their needs when they start. Children enjoy the time they spend with the childminder and thrive in the stimulating and caring environment. The childminder carries out written observations of children's activities which she analyses each week. This helps her to plan activities for the following week that are appropriate for their individual development.

A range of clean and safe resources enables children explore, discover, use their imagination and learn social skills. Their art work is displayed on the dining room wall along with various posters which gives them ownership of the environment. They are happy and settle into the environment showing curiosity and increasing independence as they select from the resources. The childminder joins in with their activities as she encourages their language skills. For example, she repeats sounds and encourages the children to say new words. They learn sign language putting their new knowledge into practice when they use these skills to join in with familiar

songs and rhymes.

A great appreciation for books is encouraged and children delight in choosing a story that the childminder can share with them. Number recognition is encouraged as the childminder repeats the names of numbers and uses them in their play. For example, the childminder asks what the numbers are on the large floor jigsaw. Musical instruments help children to learn about the sounds they make. They bang and shake them and manage to get a sound out of the trumpet.

Daily trips are made outdoors. They walk to and from various venues that they attend each week. Their awareness of other children's needs is raised as they mix with them at these events. Music and movement activities help them learn how to control their body movements. Children's health and well-being is enhanced as the childminder demonstrates acceptable behaviour and practice. She has a calm, consistent attitude towards behaviour management. Any concerns are discussed with parents so that they can both manage behaviour consistently. Home made meals are prepared for children and she consults with them about what they would like for snack. They are helped to learn about healthy choices through the input of the childminder during imaginative play. They have been introduced to the feeling of soil and discuss plans to plant their own vegetables. Children learn how to keep themselves safe. On outings the childminder helps them to understand how to cross the road safely by using designated crossings and waiting for the appropriate signals. Regular evacuations of the home are practised to develop their understanding of what to do in an emergency.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3

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	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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