

Inspection report for early years provision

Unique reference number	EY400052
Inspection date	10/11/2010
Inspector	Elaine McDonnell
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 December 2009 and started to child mind in February 2010. She lives with her partner and their two year old daughter in the Stanley area of County Durham.

The whole of the ground floor of the house is used for childminding purposes. There is also an enclosed rear garden available for outdoor play. The premises is accessed by a small number of steps leading down to the front door. The family home is close to local shops, playgroup, park and soft play area. The family have a goldfish and a dog, which minded children have supervised access to.

The childminder is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children aged under eight years at any one time, with no more than two being in the early years age range. She may also care for children aged over eight years. There are currently two children on roll; both are in the early years age range. The childminder provides care all year round. She operates each weekday between 7.30am and 5.30pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Inclusion is appropriately promoted within the provision and all children are included and involved. They are supported to make satisfactory progress towards the early learning goals. However, as the childminder does not demonstrate a sound knowledge and understanding of all areas of learning, activities are not always planned to cover all areas. As the childminder has only been caring for children for five weeks there is currently no formal system of self-evaluation in place to support continuous improvement of the provision. However, the childminder has adapted her daily routine to meet the needs of the children, such as changing the times that activities take place so that sleeping routines are maintained.

What steps need to be taken to improve provision further?

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

- increase knowledge and understanding of the Early Years Foundation Stage and the different areas of learning
- plan and organise a more varied range of challenging learning and development experiences to cover all areas of learning that are also tailored to meet children's individual needs and interests
- implement an effective system of evaluating the provision to identify areas for development and support continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded. The childminder has a basic written procedure in place for ensuring the safety of children and she demonstrates a satisfactory knowledge and understanding of safeguarding issues, including possible signs of abuse or neglect.

The indoor and outdoor environment is warm and welcoming for children. They have easy access to a suitable range of toys, including physical play items both indoors and in the garden. The childminder ensures that resources remain safe for children's use with regular checking routines. Appropriate risk assessments are conducted and relevant steps taken to reduce risks, both in the home and on outings.

Equality and diversity are adequately promoted. All children are included and involved and the childminder receives useful written information from their parents which is used as a basis for individual care. However, there are limited planned opportunities or resources to help raise children's knowledge and understanding of the world, including the cultures and beliefs of others.

There is currently no formal system of self-evaluation in place to support the continuous improvement of the provision. However, the childminder is aware of the benefits of this and intends to implement an appropriate system once new children are fully settled. She has a positive attitude towards personal development and has attended additional training since the previous inspection, such as safeguarding children and food safety and hygiene.

The childminder is aware of the value of working in partnership with other professionals and providers to meet children's needs. She works effectively with parents and keeps them informed of their child's development and progress through regular discussions and through the use of a daily diary. Parents have appropriate access to the policies and procedures and are issued with relevant consent forms, which support the effective management of the provision.

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

Children are making satisfactory progress in their learning and development. Some areas of development are sometimes recorded, however, the information is not effectively used to plan future learning. The childminder demonstrates a limited knowledge and understanding of the areas of learning and the early learning goals. As a result there is limited activity planning in place to ensure that all areas are adequately covered.

Children present themselves as feeling safe and secure in the setting. They are

helped to begin to learn about keeping themselves safe through discussions and practises. For example, they learn about road safety when out walking and also participate in fire drills. Children are beginning to learn about the benefits of a healthy lifestyle and are provided with appropriate meals and snacks. They also participate in physical activity several times a week, such as when visiting soft play areas, playgroup or the park. Children have a satisfactory attitude towards learning and show a willingness to participate and make choices about what they want to play with. They move around the environment with control and confidence, avoiding toys on the floor. They also concentrate to complete different jigsaw puzzles.

Children have opportunities to be creative, for example, they are observed participating in role play activities with a toy shopping trolley and play food. They also make pictures relating to fireworks and bonfires. Children are generally well behaved and the childminder manages behaviour appropriately. They are encouraged to develop relationships with each other by sharing and taking turns with toys. Children's social skills are also promoted through visits to local playgroups.

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

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	3
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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