

Inspection report for early years provision

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Inspection date	21/01/2011
Inspector	Vivienne Dempsey
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 2011. She lives with her husband and adult children aged 25 and 22 years in Horden. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with her assistant may care for no more than six under eight years at anyone time, of whom no more than five may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in the childminder's care. The childminder has developed good systems to observe children's progress and development. She keeps parents informed about what their children are doing and obtains information about their needs and routines. The childminder works closely with the local authority advisor, childminder network and attends some training to develop her knowledge and skills. Systems are in place to evaluate the provision provided and to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the garden is made safe before children are allowed access.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear and detailed policy which explains her responsibilities. She has completed safeguarding training and has a good understanding of the procedures to follow if she has any concerns. She has all the necessary information to be able to take the appropriate action if necessary. Children are cared for in a safe and secure environment. Risk assessments have been completed for the home and outings. However, the childminder has recently moved home and the

garden is not currently safe for children to use.

A good range of resources are freely available to all children, giving them choices about what they do. This helps to develop their confidence within the setting. Resources are appropriate to children's stage of development and interests, which helps to promote their learning and development very well. Children with special educational needs are fully included within the setting and the childminder has good systems in place to ensure children's individual needs are very well met. The childminder has a good range of resources available to promote children's awareness of equality and diversity, such as, books, posters, jigsaws and small world people.

Recommendations raised at the last inspection have been tackled to improve outcomes for children. For example, policies and procedures are now shared with parents and they sign to say they have read and agree to these. The childminder has future plans to develop her knowledge and skills. She and her assistant have clear plans in place to develop the service provided, such as developing and making the garden safe for children to use.

The childminder and her assistant have developed strong links with parents and other providers to ensure continuity in children's care, learning and development. For example, she shares resources with other providers to reinforce children's learning between both settings. A daily exchange of information keeps parents informed of children's routines and progress. Parents state that 'children are extremely well cared for and have developed a lot better by going to the childminders'.

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

The childminder provides a secure environment to support children's learning and development. She has a good knowledge of the learning and development guidance for the Early Years Foundation Stage. Sensitive observational assessment is undertaken to show how children are progressing towards the early learning goals. Observations are used to highlight the next step in children's learning and development and these are used to plan interesting activities to meet all children's individual needs.

Children feel safe and secure, and show a sense of trust. They confidently seek out the childminder, sitting on her knee to read and share stories. They talk about the pictures and join in with stories. This helps to develop children's interest in books and reading. A good range of mark making resources are available, enabling children to develop their early writing skills whilst promoting their skills for the future. The childminder plans a varied range of visits to develop children's awareness of the local community. For example, they visit the local farm, beaches and museums. This helps to develop their knowledge and understanding of the world around them. Children enjoy joining in with number rhymes, such as 'ten in the bed' and the childminder encourages them to count how many are left which develops their awareness of numbers and counting. Children are very well behaved

and respond positively to the childminder's praise and encouragement.

Children take part in regular fire evacuation drills and talk about road safety on outings. This develops their awareness of dangers and how to stay safe. The childminder encourages children to follow good personal hygiene routines. For example, children wash their hands before snacks. This helps to prevent the spread of infection and develops their awareness of healthy habits. Drinks are freely available, which helps to keep children hydrated. Children enjoy walking in the local environment and regularly visit the local park and play area, enabling them to engage in a range of physical activities as part of maintaining a healthy lifestyle.

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

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

The quality of the provision in the Early Years Foundation Stage	2
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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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