

Inspection report for early years provision

Unique reference number	EY288149
Inspection date	14/02/2011
Inspector	Sharon Greener
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.

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 2004. She lives with her husband and two children aged nine and 12 years. They live in the residential area of Bishop Cuthbert in Hartlepool. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed garden for outdoor play. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five 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 four children in this age group. There is one child on roll aged over five years. The childminder cares for children weekdays from 8am to 5pm for 48 weeks of the year. Links are made with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Parents and children are welcomed into an inclusive environment where they are valued as individuals. The childminder works very well with parents and builds positive links with other professionals to meet children's needs. Children have access to a variety of resources and activities and they make good progress in their learning and development. Systems to evaluate the service, care and education provided are effective and areas for development are identified to support continuous improvement. The required documentation is in place and it is well maintained.

What steps need to be taken to improve provision further?

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

- ensure children hand wash consistently, for example before eating their morning snack
- develop further systems of planning and review, informed by accurate record keeping, including information on children's learning progress and the Early Years Foundation Stage profile.

The effectiveness of leadership and management of the early years provision

A written safeguarding children from harm policy is shared with parents. The childminder has completed safeguarding children training and has a good understanding of her responsibilities. Daily and annual risk assessments are completed and recorded and help to remove or minimise risks to children. Appropriate safety equipment is in place and the premises are secure. Regular fire drills are completed and recorded. Children are very closely supervised and only designated people are able to collect children from her care. The childminder has a

clear knowledge of relevant policies and procedures. For instance, those in respect of a lost or uncollected child. Her understanding of how to manage a complaint is sound. Good systems are in place to enable the childminder to evaluate her practice and this helps promote continuous improvement. The recommendation from the previous inspection has been addressed. The childminder holds CACHE Level 3 certificates in Children's Care, Learning and Development and Early Years Foundation Stage Practice and she actively seeks out training to enhance her skills and practice. Effective use is made of space and children have access to a good selection of resources and activities which are very clean and well maintained. Children have easy access to resources within the constraints of safety. This allows them to choose their own activities and make decisions about their play. The childminder helps children to develop an awareness of equality and diversity through her good role modelling and the promotion of differences in a positive manner. She makes effective use of discussion to explain differences simply to children. This helps them develop the ability to acknowledge diversity in a positive way and good selection of resources and activities are provided to assist with this. The childminder recognises the importance of working closely with parents and others to ensure that children get the support they require in order to meet any specific needs they may have.

Good links are made with others delivering the Early Years Foundation Stage. The childminder shares pertinent information with other early years practitioners about individual children's development. This enables them to work together to support children's continuity of learning well. Positive relationships are built with parents. An effective induction procedure ensures that they are very well informed about policies and procedures and the service provided. Children are introduced gradually and sensitively into the childminder's care through several introductory visits to her home. This enables all parties to become familiar with each other and children settle very well. Relevant details about children's needs and initial capabilities is obtained from parents and recorded. This allows the childminder to establish a good understanding of children's starting points. Parents are asked to keep her informed of any relevant information that may impact upon the care of their children. Parents are kept well informed of their children's progress and development. For example, any particular interests their children have, their preferred activities and the identified learning goals set for them by the childminder. For instance, extending very young children's language and vocabulary and reinforcing simple mathematical concepts with slightly older children. This allows parents to support their children's learning at home. Feedback from parents is very complimentary as reflected in the comments made in the greetings cards the childminder has received. For instance one parent states 'my child has benefited greatly from the very many activities and outings provided' another states 'I am happy and confident about the care of my children'.

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

The childminder makes good use of the Early Years Foundation Stage to inform her practice effectively and understands well how to support children's learning and development. Children make good progress towards the early learning goals.

The childminder conducts regular observations of individual children and makes good use of ongoing discussion with parents and children to evaluate children's capabilities. Information is used well to identify the next step the childminder is to take to help each child progress and she plans a good range of activities and learning experiences for them. Good use is made of questions and discussion to promote and reinforce children's learning. Their language and literacy and mathematical development are particularly well promoted. Children enjoy listening to stories and looking at books. The childminder actively encourages children to explain what they are doing and to use descriptive language. For example, a young child speaks eagerly about Australia where kangaroos live and of the need to travel on an aeroplane to get there. A very young child points to and names people in photographs and is given praise for their ability to do so. This positive recognition helps nurture children's confidence and self esteem. A good range of resources, activities and every day tasks provide children with opportunities to develop their mathematical and problem solving skills. They are able to count items during play, name and match colours, sort and compare items and learn about concepts, such as, shape, size, weight and opposites. For instance, whilst a young child enjoys playing with a tray of dried rice they stated that 'the dried rice was hard and went soft when it was cooked' and correctly counted and identified the colour and shape of items found under the rice.

Children's personal, emotional and social development is promoted effectively. Close, warm relationships are evident between the childminder and the children. They involve her willingly in their play and look to her for reassurance. Children interact well with their peers. They share toys, take turns and play together in accordance to their age and stage of development. Children go on regular outings; for example, to outdoor play areas, the beach, parks, a children's farm, the library and indoor adventure playground facilities. Younger children attend playgroup several times each week. This provides children with additional opportunities to socialise with others and to develop and extend their awareness of the local community and the natural and wider world. Strategies to manage children's behaviour are effective. The childminder has a good understanding of age appropriate behaviour management techniques. For example, the use of distraction with very young children and simple explanations and gentle reminders of the ground rules with older children. They respond positively and their behaviour is very good. The childminder helps to raise children's awareness of safety well. She talks to them about matters, such as, road safety, stranger awareness and the safe use of resources. Hygiene standards are good. Children are encouraged to adopt appropriate hygiene practices, which are reinforced through familiar routines. However, children did not wash their hands before eating their morning snack. The childminder's understanding of relevant policies and procedures is good. For instance, the care of a sick child, accident management and the administration of medication. She discusses children's dietary needs in detail with parents and records relevant information. She records information about very young children's food intake in a diary each day for parents information. The childminder holds a Level 2 food hygiene certificate and has experience of catering for children's specific dietary needs, such as, food allergies. Healthy eating is well promoted and children are offered nutritious meals and snacks. Fresh drinking water and other suitable drinks are available. Children are able to play outdoors and benefit from fresh air and exercise each day. They have

access to a garden and a good range of resources to allow them to develop, test and refine their physical skills in a very supportive environment. Indoors children enjoy activities such as dancing to music, playing ring games and singing action songs. This helps promote and preserve children's health and well-being.

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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