

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	Karen Tervit
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 2000. She lives with her adult son and twin daughters aged 13 years in Belmont, a residential area on the outskirts of Durham City. In the locality there are shops, schools and pre-school facilities. The ground floor of the house is used for childminding. There is an enclosed rear garden and a front garden available for outdoor play. The family has two cats, gerbils, lizard and fish.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years of age, of these, not more than three may be in the early years age group. She is currently caring for five children in the early years age range on a part-time basis. She also offers care to children aged 5 to 11 years. The childminder walks to local school and nursery to take and collect children. The childminder is a member of the National Childminding Association, the Durham Childminding Network and local Childminding Cluster Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is an experienced child-care practitioner. She values all children as individuals and treats them, and their parents with respect. Children are settled and happy in the care of the childminder, and all are fully included. The childminder has a good understanding of child development and the Early Years Foundation Stage enabling her to provide appropriate and stimulating activities which promote children's learning well. Most required documentation to safeguard children is in place. The childminder is keen to maintain and raise standards, and is proactive and positive about developing her practice. Consequently, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission is in place for all children at the time of their admission, for the seeking of any necessary emergency medical advice or treatment

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

- further develop the use of summative assessments at particular points in time so children's progress can be tracked

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of the signs and symptoms of abuse, as well as the procedures to be followed in the event of any concerns. This ensures that children are safeguarded. Children are further protected by a large number of written policies which are effectively implemented and routinely shared with parents. All adult household members have had suitable checks completed. Children are cared for in a safe and secure environment. Thorough risk assessments are conducted on the premises and for outings, and detailed records of these are available for inspection. Effective procedures are in place to gather and record information in order to meet all children's individual needs, such as, children's personal details, routines, likes and dislikes. As a result, children settle well into the setting. However, written parental permission is not in place for all children for the seeking of emergency medical aid or treatment. This does not fully safeguard children in the event of an emergency.

The childminder reflects on the service she provides in order to maintain continuous improvement, involving parents and children in this. She is an active member of the local childminding network and cluster group. She regularly attends meetings so as to share good practice ideas with other childminders in her area. The childminder has started a National Vocational Qualification at Level 3 in Childcare and development and attends a wealth of training linked to the Early Years Foundation Stage. She uses the new skills she has learned to inform and develop her practice. The childminder has positively addressed most of the recommendations from her previous inspection, for example the glass in the china cabinet is now protected. Resources are plentiful and stored so as to encourage children's free choice and independence. These include a wealth of resources and activities to help children learn about difference and diversity. Children benefit from a dedicated playroom but also have full access to the other ground floor rooms. Although no children with special educational needs and/or disabilities currently attend the setting, the childminder demonstrates an exceptionally positive attitude to working with parents and other professionals, where appropriate, to ensure that all children are fully included at the setting.

The childminder shares information with parents, which results in very successful partnerships being established. Parents are actively involved in contributing towards their children's diaries and they are invited to read their child's development folders. Written comments from parents are very positive and they state that they are happy with the service provided. The childminder has excellent links with other providers of the Early Years Foundation Stage and works in partnership with them to complement children's care and learning. For example, she adds comments to children's home school diaries and is involved in providing ideas and resources linked to her planning at the focus groups she attends.

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

The childminder uses the Early Years Foundation Stage practice guidance to help her to plan, and provides activities that will promote children's learning and development. She ensures that she covers all areas of learning and offers children a wide range of exciting activities and outings, taking into account their daily needs and interests. Observations of children are carried out so the next steps for their learning can be identified. The childminder is beginning to use systems for summative assessments, however, these are not yet fully implemented to enable her to track children's progress, and to also help with future planning. The childminder devotes her time and attention to the children, effectively promoting their learning through play. Children enjoy regular outings in the local area, such as, visiting the local toddler groups, soft play and parks. Children particularly enjoy visiting places like the fire station. They receive suitable opportunities to experience fresh air on a daily basis. A good balance of child-initiated and adult-led play experiences ensure there is sufficient challenge for their age and stage of development.

The childminder interacts well with the children and is skilled at asking questions or providing resources to extend their play. The childminder works closely with parents to encourage children's developing vocabulary. Children enjoy socialising at the local SureStart Centre, as well as taking part in a variety of interesting activities such as GreenStart. Young children enthusiastically join in with stories and the actions and dance to their favourite songs and rhymes. Children thoroughly enjoy lining up the different types of bricks then tidying them away into the correct containers. The childminder gently encourages them to count and name different colours. Children are learning about difference and diversity in the world by taking part in a wide range of exciting activities, such as, making Chinese masks and playing with the hobby trailer. Children confidently tell adults about their visit to China Town and the fact that it is the Year of the Rabbit. They are developing their imagination skills as they make dens under the table or use pieces of material to make capes. Children enjoy exploring the different textures of items from the large 'touch' bag.

The childminder actively promotes children's welfare and safety. She follows good hygiene practices to reduce the risk of cross-infection, such as using anti bacterial gel when on outings. Children do not attend if they are sick, which enables the childminder to protect others from illness. Children are able to rest and sleep according to home routines. Parents provide children's meals. The childminder helps to develop children's understanding of healthy eating through fun activities, such as, chopping fruit to make a fruit salad and talking about the importance of drinking plenty of water. Children's knowledge about personal safety is encouraged as they practise regular fire drills and do fun activities linked to fire safety. Children behave exceptionally well, they share and even very young children are kind to each other.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1
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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