

Inspection report for early years provision

Unique reference number	305773
Inspection date	15/02/2011
Inspector	Karen Tervit
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1995. She lives with her husband and their three children aged 17, 13 and nine years. The family home is in Eaglescliffe and is situated within walking distance of local amenities. The whole of the ground floor is used for childminding purposes, with bathroom facilities on the first floor. There is a fully enclosed garden available for outside play. The family have a dog, a ferret and tropical 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 five 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 three children in the early years age range on a full and part time basis. She also offers care to children aged five to 11 years old. The childminder has a National Vocational Qualification Level 3 qualification in Childcare and is a member of the local Childminding Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed into a safe and stimulating environment. They are making good progress in most areas of their learning and development. The childminder recognises the uniqueness of each child and knows the children and their families very well. Partnerships with parents are good. Overall, detailed observations are used well to inform her practice. The childminder is beginning to evaluate her practice and is committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- extend resources and activities to help children to begin to know about other people's cultures and beliefs
- improve the systems of self-evaluation to clearly target actions for improving outcomes for children
- enhance activity planning by completing 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

Children are well-safeguarded. Suitability checks have been completed on adult family members who live at this address. The childminder has a good understanding of the local safeguarding procedures and has undertaken additional

training to raise her awareness of child protection issues. Risk assessments are well considered, both in the home and on outings, helping to keep children safe in all activities. A written record is kept of these. Appropriate safety equipment, such as, safety gates and socket covers are also in place. Good procedures are in place to gather and record information in order to meet all children's individual needs. This ensures children are valued equally and fully included and helps them to settle quickly. The childminder has completed an appropriate first aid course and detailed policies for dealing with accidents and the administration of medication underpin her practice to safeguard children's welfare.

The recommendations made at the last inspection have been fully addressed. For example, the complaints procedure is now readily available to parents and medication records are stored confidentially. The childminder has also completed several training courses since the last inspection to update her childcare knowledge, including a Level 3 qualification in childcare. She is beginning to use the Ofsted self-evaluation form as a basis of ongoing internal review. However, as yet, this is not fully effective in helping her to further enhance her practice and prioritise areas for development. Good use is made of space, time and resources to promote children's care and learning. The playroom is brightly decorated and particularly welcoming to children and along with the living room gives children lots of space to move around freely. Good quality toys, including a very good range of books, are easily accessible to children which helps to promote their independence. However, resources and activities to help raise children's awareness of difference and diversity are more limited. Currently no children with special educational needs and/or disabilities attend the setting. However, the childminder demonstrates a positive attitude to working with parents and taking steps where appropriate to ensure that all children are fully included at the setting.

Parents are provided with good quality information about the childminding service. Parents written comments about the childminder and the care she provides for their children are very positive. The childminder is fully aware of the importance of liaising with other providers delivering the Early Years Foundation Stage. She has built good links to ensure children's progress and receive continuity of learning and care.

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

Children are making good progress in their learning and development. The childminder has a good knowledge of the Early Years Foundation Stage, she plans 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. However, systems for summative assessment have not yet been implemented to enable her to fully track children's progress and to also help with future planning.

Children have a love of books, regularly visiting the local library to choose new books. They carefully listen to stories and then go on to read stories to the younger children. Children thoroughly enjoy being creative with paints, play dough and glue. They proudly show adults their creations which are displayed in the in the playroom. Children concentrate well as they park the cars in the cardboard tunnel. They successfully handle paintbrushes, sponges and stampers. They enjoy planting mustard and cress seeds and watching them grow. Children develop good physical skills as they peddle their bikes outdoors, climb up the slide or bounce on the small trampoline. They receive good opportunities to mix with their peers and further develop their social skills at the various toddler groups they attend. Children are developing their future skills as they play with programmable toys or successfully name the shapes and slot them into the correct hole. Children confidently count to 10 and name colours as they look out of the window to see which cars they can spot.

Children adopt good personal health and hygiene practices. For example, they willingly hold out their hands to be wiped after having their nappies changed. Children do not attend if they are sick which enables the childminder to protect others from illness. Children's knowledge about personal safety is encouraged by gentle reminders from the childminder of not running indoors in case they trip over. Regular fire drill practices and reinforcement of how to cross the road or walk on the pavement safely further contribute to children developing an awareness of how to keep themselves safe. They take part in a good range of outdoor activities either in the garden or at local parks. Children are able to rest and sleep according to home routines. Parents currently provide children's meals, with the childminder offering mostly healthy snacks including fruit. Children behave very well.

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	3

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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----