

Inspection report for early years provision

Unique reference number	401451
Inspection date	07/03/2011
Inspector	Julie Morrison

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 2001. She lives with her husband and three adult children in Stokesley near Middlesbrough. She has a pet dog. The whole of the ground floor of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7.45am to 6pm term time only.

The childminder is registered to care for a maximum six children under eight years at any one time, of whom no more than three may be in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding 10 children of whom two are in the early years age range. The childminder collects children from the local school and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a friendly environment where effective systems are in place to ensure that all children are safeguarded, healthy and their welfare promoted well. She provides children with a good range of activities which cover most areas of learning and interacts effectively with them to support learning. As a result, children make good progress in their learning and development. Well-established relationships with parents ensure that the childminder is able to meet the individual needs of all children. However, procedures to share information about children's individual progress towards the early learning goals with parents and other providers of the Early Years Foundation Stage are not fully established. The childminder is aware of areas of development this helps 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:

- develop systems for recording children's progress, including matching observations to the areas of learning and identifying learning priorities
- provide opportunities for children to develop their knowledge and understanding of the world with particular reference to activities and resources to support children's learning about diversity and for children to use information and communication technology to support their learning
- promote effective continuity and progression by sharing relevant information about children's progress towards the early learning goals with other provisions and parents.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place to safeguard children. The childminder has attended relevant training and as a result, has a good understanding of the signs and symptoms of abuse and procedures to follow should she have any concerns. Children are kept safe in the childminder's care as she implements effective procedures, such as, keeping external doors locked, maintaining close supervision of children at all times and ensuring that hazardous materials are out of children's reach. This is supported by a clear record of risk assessment to further support children's safety in the home and on outings. The childminder holds a current first aid certificate and has permission from parents to seek emergency medical treatment; this ensures that she could respond quickly and appropriately to any accidents.

Children's well-being is effectively promoted as the childminder ensures she works closely with parents from the start. This means that she is well informed about each child she cares for and they have their individual needs met well. Parents are invited for introductory sessions and sign to say they have received copies of all relevant policies and procedures. This ensures that parents are well informed about the service she provides. The childminder has clearly developed close relationships with parents and as a result, they speak highly about the care she provides. Verbal feedback ensures that information about children's individual care is shared with parents and other providers of the Early Years Foundation Stage. However, the childminder has not further developed this to share information about children's individual progress towards the early learning goals, to further support continuity of care and learning.

The childminder demonstrates a genuine commitment to developing her practice; for example, through attending training and discussions with other childminder's. She has fully addressed all of the recommendations raised at the previous inspection; for example, improving systems for recording accidents and medication. This helps to support children's welfare and promotes outcomes for children. Play opportunities are supported well as resources and space are used to good effect at the childminder's home. The childminder selects a wide range of age appropriate resources ready children's arrival. This ensures that they are based on their individual interests and next steps in learning. This allows children to make confident choices about their learning and play.

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

The childminder has attended several training courses on the Early Years Foundation Stage and as a result, is beginning to develop her understanding of the learning and development requirements. This is combined with a good understanding of how children learn and a wide range of activities which cover most areas of learning. As a result, children are making good progress in their learning and development. Children are clearly happy, confident and relate well to

the childminders warm and caring nature. She uses a positive and consistent approach to managing behaviour. As a result, children behave well and learn the importance of clear boundaries and good manners. The childminder interacts well with the children to extend their learning. Fully involved in their play, she supports learning as they explore shape sorters, asking them to name the colours and shapes and introducing language, such as, 'too big and too small' into their play. Naturally inquisitive and keen to learn children's skills for the future are developed through a good range of counting and problem solving activities. For example, stacking cups and completing jigsaws. Children's communication skills are developing well. The childminder chats constantly to them as they play and they clearly enjoy books; selecting them independently and asking for 'another one another one'. They are further supported by the childminder as they independently try to turn pages and correctly identify and talk about objects they can see. A variety of planned activities at local Children's Centres, such as painting, play dough and exploring sand provides children with regular opportunities to be creative and helps to develop their hand to eye co-ordination. Such visits also provide children with regular opportunities to socialise with their peers. Children are beginning to learn about diversity through books and discussion however, activities and resources to further support this are limited. Older children have some opportunities to use the computer for example, on trips to the local library. However, resources to promote young children's use of information and communication technology are limited.

The childminder is beginning to develop individual files for the children which include photographs of their activities. However, these are not linked to the areas of learning and do not identify their next steps in learning. This makes it difficult to track children's progress towards the early learning goals. Nevertheless, the childminder clearly knows the children very well, which means that the impact on their learning is minimal and they make good progress in their learning and development.

Children's good health and well-being are promoted well, as the childminder implements effective routines and procedures. For example, washing hands before snack and maintaining a clean and well kept home for children to play. Meals are provided by parents, however the childminder understands the importance of helping children to learn about healthy foods. This is done by providing snacks of fresh fruit and talking to the children about the importance of eating healthy meals. Planned activities such as baking along with spontaneous role play, such as pretending to be doctors further supports children learning about healthy lifestyles. This is combined with regular opportunities for physical exercise, such as, walking to the park to feed the ducks and playing in the garden. Children have good opportunities to learn about how to keep themselves safe on outings and in the home. For example, they practice road safety and take part in visits to meet local firemen and see the fire engines. The childminder provides children with a secure environment. They move around space independently and are very confident with the childminder. For example, they approach her for support and are clear about when and how they want her to join in with their play. As a result, children are clearly happy and settled in the childminder's care.

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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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