

Inspection report for early years provision

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Inspection date	28/02/2011
Inspector	Donna Lancaster
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 1993. She lives with her adult son and 14-year-old daughter in a house in Guisborough, close to shops and schools. The whole of the ground floor is used for childminding. Bathroom facilities are situated on the first floor of the home. There is an enclosed rear garden available for outdoor play. The family have a dog.

The childminder is registered to care for a maximum of six 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. She also offers care to children aged over five to 11 years. The childminder operates all year round and offers care from 7am until 6pm. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's care, learning and play are promoted satisfactorily through the childminder's developing understanding of the Early Years Foundation Stage and a suitable range of activities. As a result, children are making steady progress. The childminder implements appropriate procedures to gather information from parents in order to meet children's individual care needs and create an inclusive environment. Fully effective systems to reflect on and evaluate practice in order to maintain continuous improvement are not yet in place. However, the childminder is keen to develop her practice and demonstrates a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children
- ensure the fire hearth is inaccessible to children
- develop the range of resources and activities to promote children's awareness of different cultures and diversity
- support children's understanding of effective hygiene procedures in order to promote their good health, for example, independent hand washing and toileting arrangements
- continue to develop systems for observations and assessments, ensuring that these link to the areas of learning and children's next steps are fully identified and linked to children's individual learning and development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an appropriate understanding of her role regarding child protection and is aware of the possible signs and symptoms of abuse. She has a copy of the Local Safeguarding Children Board procedures to refer to and would not hesitate to report any concerns she may have regarding a child's welfare. In addition all adults in the household are vetted and the identity of visitors is checked. Risk assessments are undertaken of the premises, outdoors and for outings, however, the fire hearth is not fully protected. The childminder has completed first aid training and has suitable procedures in place for recording accidents and medication. The childminder has consent to seek emergency medical advice and treatment. Sufficient records are in place for the management of the setting.

The childminder has organised her home to enable children to engage in a satisfactory range of activities both indoors and outdoors, as well as to ensure all are included. Children are able to make choices in their play and learning from varied toys, books and resources which are easily accessible at child height. However, opportunities and resources to extend children's awareness of diversity and differences are limited. The childminder has suitably addressed the recommendation raised at her last inspection, which has improved her documentation and record keeping. This helps to protect and safeguard children she cares for. The childminder demonstrates an adequate vision of how she wants to improve the quality of her provision, including attending further training to develop her knowledge of recording observations, assessing children's learning and developing her planning. She thinks that if parents felt that there were areas for her to improve they would tell her. As yet, she is not using systems, such as the Ofsted self-evaluation form, to enable her to build an effective picture of her strengths and weaknesses and to plan and implement improvements. Although no children with special educational needs and/or disabilities currently attend the setting, 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.

The childminder builds positive relationships with parents. There is a regular two-way flow of information between the childminder and parents to ensure children's needs are met. As a result, the childminder has a sound knowledge of children's needs and interests. She has suitable links with external agencies and other providers to ensure progression and continuity of care and education.

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

Children's learning and development is satisfactorily promoted. Children are settled and appear happy and content. Children's individual routines are followed in line with their home routine which provides consistency of care. The childminder plans

her day in a flexible way to take into account nursery and school pick-up times, as well as attendance at some groups. The childminder is using basic written observations of children's play, but she is not yet linking these to the areas of learning or using the information fully to identify next steps or plan for future learning. A range of activities are provided for children throughout the day to support their learning.

Children generally play happily alongside each other and together at times. They are starting to learn about the importance of sharing and taking turns with the support of the childminder. For example, when they sit and ride on the seesaw and play with the garage and cars. Children have a growing understanding of the living world, as they enjoy going for walks where the childminder highlights the environment, including the trees, flowers and birds. They engage in early role play based on first hand experiences as they play with the toy kitchen and food, play hairdressers and push the dolls around in their buggies. Children are developing communication, literacy and language skills as they read stories and look at the pictures in the books with the childminder. They sing familiar songs such as 'see saw' while riding on the rocking horse and do the actions to their favourite songs, for example 'row, row, row your boat'. Children begin to count in everyday practical situations and compare and recognise simple shapes, which helps towards developing children's skills for their future.

Children are developing some awareness of how to stay safe as the childminder reminds them about road safety when on outings and when they practise the emergency evacuation procedures. Parents provide all meals, snacks and drinks. These are stored suitably. A sickness policy offers parents information about exclusion periods for children who are unwell, ensuring children are not placed at risk of cross-infection and illness. Procedures to support children's independence, such as handwashing and toilet training are not fully promoted. Children are generally well behaved and follow simple requests from the childminder to help tidy up.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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