

Inspection report for early years provision

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Inspection date	04/03/2011
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.

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 August 2003. She lives with her husband and two children aged six years and four years in the Eaglescliffe area of Stockton-on-Tees. Her home is situated close to local amenities including schools and shops. Children have access to the ground floor of the home. There is an enclosed rear garden available for outdoor play.

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 four children under eight years of age, of these, not more than two may be in the early years age group. She is currently caring for two children in the early years age range on a part time basis. The childminder is a member of the local Yarm Childminding Group and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming environment where children are encouraged to access an exceptional range of toys and resources that support their learning and development. Overall, good partnerships with parents ensures that the childminder knows the children well and helps her to support their individual care needs. The childminder has excellent links with other providers delivering the Early Years Foundation Stage to children in her care. The childminder 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 further improve the early years provision the registered person should:

- further develop the systems in place to encourage parents to contribute to their children's learning and development records.

The effectiveness of leadership and management of the early years provision

Children are well protected. The childminder has a comprehensive range of written policies and procedures in place, which are regularly updated and used to effectively safeguard children. For example, medication, equal opportunities and safeguarding children. Children are safeguarded by the childminder who has a clear understanding of her role in protecting children. She has attended further training in this area. All adult household members have been suitably vetted. Clear systems are in place for dealing with complaints, and the childminder makes sure parents know how to make a complaint. There is a comprehensive record of risk assessments, which clearly highlights potential hazards within the home, garden

and on outings.

Effective procedures are in place to monitor and evaluate the provision. The childminder makes good use of reflective practice and self-evaluation as a means of continuous improvement. She has positively addressed the recommendation made at the last inspection and updated her first aid certificate, as a result children are appropriately protected in the event of a minor accident. The childminder makes exceptionally good use of childcare periodicals, the internet and various childminder support groups to inform and improve her practice. Children's play opportunities are maximised through the very effective organisation of space, time and resources. These include a wide range of resources and activities which introduce children to positive images of difference and diversity. Children's artwork is creatively displayed throughout the childminder's home giving them a sense of belonging. Although, the childminder is not currently caring for any children with special educational needs and/or disabilities she demonstrates a genuine commitment to inclusion.

The childminder works closely with parents to ensure that she is aware of and able to support children's individual needs. However, systems to ensure that parents are able to contribute fully to children's on-going learning are still being developed. Parents have introductory visits where they receive detailed information about the childminding service, including copies of all relevant policies and procedures. Parents are well informed about their children's day and speak very highly of the care and learning she provides. The childminder has developed exceptional links with the local nursery. For example, they share planning and the celebrating of children's achievements. Consequently children are making good progress in both settings.

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

Children have very good relationships with the childminder, they approach her confidently and freely. The childminder talks to the children constantly as they play together and this encourages their growing vocabularies. For example, she gives them choices about the rooms they wish to play in and the activities they wish to do. She is skilled at asking them questions to help them think about what they are doing and extend their learning. The clear routine for the day includes both adult-led and child-initiated play. The childminder demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. She makes lively observations of the children which are clearly linked to the areas of learning. Next steps in their learning are identified, with the childminder using these to effectively plan a range of challenging activities to promote their individual development and progress.

Children's creative development is promoted well through media, such as play dough, and paint. Children receive good opportunities to develop their social skills at the various toddler groups they attend. Good use is made of incidental opportunities. For example, children see a police motor bike while out walking and

are able sit on it, back home they dress up as police officers and mould play dough onto 'the people who help us' laminated sheets. Children begin to take an interest in the wider world as they celebrate festivals such as the Hindu spring festival Holi. They link in with the nursery who are learning about Australia, delighting in seeing the meerkats and then looking at different animals and flags of the world. Children enjoy listening to stories and enthusiastically join in with favourite rhymes such as 'row, row your boat'. Children learn to share and take turns with gentle age appropriate support from the childminder resulting in them behaving very well.

Children's good health is promoted through the frequent opportunities they have to play in the fresh air. Healthy snacks are provided. Children are further developing their knowledge of healthy foods, through a variety of planned activities and discussions. Children adopt good personal health and hygiene practices. They follow the good role model of the childminder who keeps her home clean and well maintained. 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 to be careful as they practise their newly found walking skills. Regular fire drill practices and learning basic road safety further contribute to children developing an awareness of how to keep themselves safe.

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	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	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	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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