

Inspection report for early years provision

Unique reference number	953980
Inspection date	29/03/2011
Inspector	Eileen Grimes
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 1992. She lives with her husband in Meadowfield near Durham City. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take children to and collect them from local schools and pre-schools. The family has a pet budgie.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides very effectively for children in the Early Years Foundation Stage. Their learning is purposefully promoted and they are making good progress towards the early learning goals. Excellent partnerships with parents and carers contribute to the childminder's secure knowledge and understanding of children's individual needs and supports their continued care and development. Children are safeguarded and their welfare needs are met through the childminder's sound practice and the implementation of some highly effective policies and procedures. Processes of self-evaluation to effectively monitor the setting are in place and have a positive impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure accident records are countersigned by parents
- develop systems for recording children's progress, including matching observations to the areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder gives high priority to ensuring the children in her care are well protected and safe at all times. All adults within the home have appropriate checks in place. Detailed risk assessments are completed for inside and outdoors and these are regularly reviewed. A wide range of policies and procedures are in place which support her childminding practice. These include a complaints policy which together with the parents poster displayed ensures that parents are aware of how

to raise any complaints. However, although accident records are in place these are not signed by parents.

Space and resources are very well organised and maintained to provide large spaces within which children complete activities. Children are able to move freely between all areas of the home and self-select their preferred resources. The childminder promotes equality and diversity in her practice. She ensures that children understand the differences and similarities of our society through a range of resources and activities.

The childminder has started to evaluate her practice, as she identifies her strengths and weaknesses. She accesses a range of training to enhance her knowledge and understanding, and feels sure that this will improve her practice and impact on outcomes for children.

She has established very strong partnerships with parents. She ensures that they are kept informed about all aspects of their child's care by completing a daily diary and taking time at the start and end of the day to talk with them. All appropriate records are in place and parents are encouraged to read, contribute to and comment on children's development files. She has a sound understanding of the importance of working in partnerships with other agencies and provisions the children in her care attend. She liaises with local schools and extends activities from school to her home.

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

Children develop social skills as they play with their peers and from an early age children are encouraged to make decisions and independent choices with resources. The environment is well organised with toys and play materials that are easily accessible and stored at child height. The childminder uses observations and assessments well to inform herself about each child's interests. However these are not currently linked to the areas of learning and do not identify next steps. She ensures that all activities provide children with challenge, and as a result, they make good progress towards the early learning goals. She shares information about children's development with their parents so that they can continue to support learning at home. The childminder provides children with resources which encourage them to develop their imagination, as children enjoy selling various foods from the shop. Through these activities the childminder incorporates a range of learning opportunities such as weighing the food, recognising and counting money. They are developing a good understanding of the relationship between the spoken and written word. Through reading and mark making children recognise letters and sounds as they enjoy playing matching games. Young children are becoming increasingly able to use their language and communication to convey their own thoughts, feelings and needs.

Through a range of fun, purposeful activities children develop an understanding of healthy lifestyles. They recognise the importance of hand washing before meals and snacks and confidently use and dispose of tissues appropriately. Children are

provided with a variety of healthy meals and snacks which are freshly prepared by the childminder. They understand the importance of drinking plenty of water especially after exercise, with drinks always available. Children developing an understanding of how to keep themselves safe both in the home as they move around and on outings. They tidy away toys after activities to provide space for others and listen carefully as the childminder discusses road safety.

Children develop high levels of self-esteem and independence and their social skills are promoted very effectively which helps prepare them for the future. Behaviour within the setting is very good. Children understand what is expected of them and respect these boundaries. In addition, the childminder provides a positive role model, as she has a calm, quiet manner. Appropriate procedures are in place to deal with sickness and administer medication. The childminder maintains a current first aid certificate enabling her to deal with minor accidents.

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	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
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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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