

Inspection report for early years provision

Unique reference number	EY417203
Inspection date	11/04/2011
Inspector	Sharon Greener
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 2010. She lives with her husband and three children aged one, 10 and 12 years. They live in the residential area of Moorside in Consett, County Durham. The whole of the ground floor of the childminder's house and the bathroom and the large front bedroom located on the first floor are used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. There is one child on roll in the five to eight years age group. When working with another childminder she may care for a maximum of five children under eight years, of whom all may be in the early years age range. The childminder cares for children weekdays from 7am to 7pm for 50 weeks of the year. Links are made with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder welcomes parents and children into her home and they are respected as individuals. She works suitably with parents and others to meet children's needs. Children have access to a suitable variety of resources and they make satisfactory progress in their learning and development. The childminder evaluates her practice satisfactorily and areas for further development are identified to support continuous improvement. The required documentation is in place and is suitably maintained.

What steps need to be taken to improve provision further?

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

- improve links with other early years practitioners to support children's learning
- develop systems of planning and review, informed by accurate and systematic record keeping, including information on individual children's learning and progress towards the Early Years Foundation Stage
- improve children's access to resources that help raise their awareness of equality and diversity.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to safeguard children from harm. Parents have access to a written policy to ensure that they are informed of

the safeguarding procedure. Annual risk assessments are completed and appropriate safety equipment is in place. This helps to minimise or remove risks to children. The security of the premises is well maintained. Children are closely supervised. The childminder has a sound understanding of relevant policies and procedures such as, the safe collection of children and the action to take in respect of an uncollected child. Children may only be collected by nominated individuals and a password system is in place. A written complaints policy is in place and the childminder shows a suitable knowledge of how to manage and record details of a complaint. The service, care and education provided are suitably evaluated and the process helps identify areas for further development to support continuous improvement. The childminder seeks out relevant training to further develop her skills and support her practice. The required documentation is in place and is appropriately maintained.

The childminder makes suitable use of space to provide children with access to a satisfactory range of resources and activities. They have sufficient opportunities to self-select resources and to make choices about their play. This promotes their decision making and independence. Children are able to develop an age-appropriate understanding of equality and diversity. They have access to a small selection of resources and activities to help raise their awareness of diversity. However, not all aspects of diversity are equally represented such as, disability and gender. The childminder presents as a positive role model and helps children to develop a positive attitude towards differences. She understands the importance of working with others to support children appropriately to meet their needs. Suitable links are made with others delivering the Early Years Foundation Stage. The childminder is working to improve links with other early years practitioners to facilitate the exchange of relevant information to support children's continuity of learning. Appropriate relationships are built with parents. Satisfactory systems are in place to ensure that they receive relevant information about the service provided and the policies and procedures in use. Effective induction procedures enable the childminder to obtain relevant information from parents' about their children's initial needs and capabilities. This allows her to establish a satisfactory understanding of each child's starting points. A series of introductory visits are used to introduce children gradually into the childminder's care and they settle well. This allows all parties to become familiar with each other. Parents keep the childminder informed of any pertinent information that may impact upon the care of their children. The childminder keeps parents suitably up to date regarding the general events of the day and other relevant information. This is achieved through the use of regular verbal feedback, telephone calls and parents' access to their children's records. The childminder ensures that parents' are kept suitably informed of their children's progress and development or any particular interests they may have. For instance, a young child's current interest in books and growing vegetables. This enables parents to support their children's learning.

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

The childminder has a suitable understanding of the Early Years Foundation Stage. She supports children's learning and development appropriately and they make satisfactory progress. She completes regular observations of individual children and makes suitable use of the information obtained to monitor and assess individual children's learning. The childminder records some information about children's learning in their daily diaries. She is able to explain suitably the next step to take to support each child's learning. For example, she is currently supporting a young child's development of early writing skills. However, this information is not recorded. Children have access a suitable range of resources and activities. They are appropriately supported and the childminder makes suitable use of discussion and questions to enhance and reinforce children's learning. For example, during a creative activity a young child is encouraged to describe how they are making an Easter card. The child responds readily and shows the childminder the different craft materials they have selected and identifies the 'glittery' ones. The childminder readily acknowledges and praises the child's abilities. This positive recognition helps nurture children's confidence and self-esteem. Children build close, warm relationships with the childminder. This is reflected in the way that they willingly initiate conversation and interact affectionately with her. Children show regard for others, they share toys and interact co-operatively with peers as age appropriate. For example, children willingly share coloured pencils whilst they enjoy mark making and drawing. Children's communication, language and literacy and mathematical development are suitably promoted. They are able to gain an age-appropriate understanding of concepts such as, shape, size, colour and numbers. For instance, a young child is able to correctly identify primary and secondary colours and simple shapes.

The childminder makes suitable use of behaviour management tactics. For example, she distracts very young children and older children receive simple explanations and timely reminders of the ground rules. They respond positively and are well behaved. Children are able to develop an age-appropriate understanding of safety. This is achieved through the discussion of matters such as the correct use of resources and stranger awareness. Children practice road safety and take part in fire drills. The benefits of a healthy diet and an active lifestyle are effectively promoted. The childminder discusses any medical or dietary needs a child may have in detail with their parents and relevant information is recorded. Healthy eating is well promoted and children are offered a variety of nutritious meals and snacks. Fresh drinking water is available and other suitable drinks are provided throughout the day. The childminder makes good use of resources and activities to help raise children's awareness of the importance of a healthy diet. For example, children plant, tend and harvest various vegetables. Children access fresh air and exercise each day. They have access to a good range of resources and activities to allow them to develop and test their physical skills. For instance, they enjoy playing on swings and a slide in the garden. Children regularly visit local parks, green areas and indoor soft play facilities. Hygiene standards are well maintained. The childminder presents as a positive role model to children and she encourages them to adopt appropriate hygiene practices. For example, hand

washing after visiting the toilet and before eating. She has a good understanding of relevant policies and procedures. For instance, those relating to the care of a sick child, accident management and the administration of medication. All children are able to rest and sleep in accordance to their own needs. This helps to promote and preserve children's health and welfare.

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	2
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

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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	2
The extent to which children adopt healthy lifestyles	2
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

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