

Inspection report for early years provision

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Inspection date	05/07/2011
Inspector	Vivienne Dempsey
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 2010. She lives with her husband and children aged four and six years in Hartlepool. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than 2 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 to 12 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities. She 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 feel secure as the childminder provides a welcoming and safe environment. The childminder has developed sound relationships with parents to ensure children's individual needs are met. Children make suitable progress towards the early learning goals. Systems for observation, assessment and planning are evolving and activities meet children's individual learning needs and interests. The childminder has sufficient understanding of the priorities for improvement. However, she has not yet fully implemented an effective system to evaluate and reflect on the quality of provision.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- register with the Local Authority Environmental Health Department
- develop resources to promote children's understanding of the society in which they live
- develop procedures to promote reflective practice, self-evaluation and identify priorities for development and include parents and children in this process to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are protected well as the childminder has a sound understanding of safeguarding issues. She knows who to contact with any concerns and a written policy and procedure is in place and shared with parents. Written risk assessments are in place covering indoor, outdoor and outings, which ensures that children remain safe. Appropriate fire detection and control equipment are in place. For example, smoke detectors and a fire blanket are in place. The childminder has a clear understanding of the procedure to follow for the emergency evacuation of the premises. However, fire evacuation drills are not practised regularly and details are not recorded in a fire log book. This does not fully protect children's welfare. The childminder has a current first aid certificate and permission to seek emergency treatment or advice is sought. First aid kits are readily available, all of which enables the childminder to act quickly in the event of an accident. The childminder has completed food hygiene training and has a sound understanding of promoting children's good health. However, she has not registered with the relevant Local Authority Environmental Health Department.

The childminder provides a warm welcome to all children and their families. She has developed suitable links with parents to ensure children's individual needs are met. A daily two-way sharing of information keeps parents fully informed of their child's day and progress. Parents receive a copy of all policies and procedures, they sign to say they have read and understood them, which informs them of the service provided. The childminder has some knowledge of different cultures. However, resources and activities are limited and do not fully promote children's understanding of the society in which they live. There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a suitable understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence. Children are able to explore safely and freely. Resources are clean, well maintained and easily accessible. This gives children choices about what they do, helping to promote their self-esteem and confidence.

The childminder is keen to develop the service she provides and works closely with other childminders to develop her knowledge and skills. She has some plans in place for future development. However, procedures to promote reflective practice, self-evaluation and identify priorities for development are not fully in place and do not fully include parents and children.

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage. The suitable range of activities she provides ensures each of the areas of learning is appropriately covered. The childminder is developing her systems for observation, assessment and planning. Observations of children's learning and development are recorded. These are assessed and the next steps to promote

their learning are highlighted. The childminder is beginning to use these to plan activities to promote children's learning and development. Development files are in place for each child and sufficiently record their progress towards the early learning goals.

Children are happy, settled and relate very well to the childminder, as she joins in with their play. Children are starting to understand what is right and wrong through the childminder's consistent approach. Children's abilities and efforts are recognised and praised by the childminder. This helps to nurture children's confidence and self-esteem. Children access a range of resources to promote children's understanding of Information Communication Technology, such as interactive and programmable toys. The childminder plans a range of activities to provide children with first-hand experiences. For example, children plant a range of seeds, such as, sunflowers, tomatoes and herbs. This helps to develop their curiosity and interest in the features of living things.

Children enjoy opportunities for large physical play, including playing in the garden and visiting the park. They are active or restful through choice and babies sleep in line with their individual needs and parent's wishes. Children are encouraged to enjoy healthy snacks and meals, including a variety of fresh fruit. Systems are in place to gather information with regard to special dietary needs to ensure children's individual needs are met. Children are observed to feel safe and secure as they snuggle closely to the childminder when they are tired. The childminder is beginning to develop their understanding of safe practises, as she talks to them about putting things in their mouth. She also talks to all children about road safety on outings and encourages even young toddlers to look left and right when crossing the road.

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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