

Inspection report for early years provision

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| Unique reference number | EY419994 |
| Inspection date | 15/07/2011 |
| Inspector | Lindsey Pollock |
| 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 family in Bishop Auckland. The whole of the ground floor of the property, except for the conservatory, is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

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 is currently one child attending who is within the Early Years Foundation Stage and is cared for 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 voluntary and compulsory parts of the Childcare Register.

The childminder is a member of the National Childminding Association and has a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy in the care of the childminder. Although she has only been caring for children for a relatively short time, the childminder has made a positive start and is keen to develop the provision. Consequently, there is a satisfactory capacity for continuous improvement. A varied range of activities which cover most areas of learning are provided. These contribute to children's steady progress in learning and development. Effective partnerships with parents are in place. These ensure children are quick to settle and their individual needs met.

What steps need to be taken to improve provision further?

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

- develop the use self-evaluation processes to help identify areas for development
- further develop activity planning to ensure all areas of learning are fully covered
- record risk assessments connected with each venue visited and review these regularly.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child protection issues. She understands how to keep children safe and recognises the importance of this. She has

undertaken safeguarding training as part of her childminding registration course and during her level 3 childcare training. Children are safe while in her care. Risk assessments are completed for the premises and she takes appropriate steps, such as preventing children's access to electrical sockets. The childminder ensures that children are safe when they visit other venues, however, she has not included all types of outings that she undertakes in the record of risk assessment. The childminder has completed first aid training and has documentation in place to record accidents and administered medication. Checks have been completed on household members to ensure they are suitable to have regular contact with the children. Documentation is well organised for the efficient and safe management of the provision.

The childminder is keen to develop in her role as a childminder. She liaises with parents and is willing to adapt practice to make improvements. She is beginning to use a self-evaluation form, but as yet this is not fully helping to identify areas for development. The childminder treats each child with respect and as an individual. She has a growing understanding of their needs and ensures full information is obtained from parents to address these. Resources are sufficient in quantity, are of good quality and are easily accessible to children. These include resources which reflect our diverse society to help children develop positive attitudes towards others.

Positive working partnerships with parents are developing. Informative policies which underpin her service and practice are in place. These are shared with parents when their child first starts at the setting. Certificates showing her Ofsted registration details, first aid training and public liability are clearly displayed in the playroom. Children do not attend any other settings, but the childminder is aware of the requirement to establish 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 are happy and relaxed in the care of the childminder. They are settled and very much 'at home' despite being relatively new to the setting. They are obviously comfortable with the childminder, smiling at her, cuddling in when they first wake and following her around the provision. The children are becoming active, inquisitive and confident learners. They move confidently around the playroom exploring and discovering for themselves. The childminder has a sound knowledge of the Early Years Foundation Stage learning and development requirements. She plans a satisfactory range of activities which are based on children's individual needs and interests. However, some areas, such as creative development, are not yet fully covered. Consequently, this does not maximise children's progress towards the early learning goals. Satisfactory systems for observation and assessment are in place to help with planning the next steps in children's learning and development.

Children are beginning to enjoy the company of their peers when they visit other childminders and their children. They also thrive on having the one-to-one

attention of the childminder. They enjoy filling and emptying containers and exploring items in the treasure basket. As yet there are limited opportunities for children to delight in sensory exploration and messy play to help with their creative development. Children are developing skills that will contribute to their future economic well-being. They are becoming interested in early information and communication technology, such as musical and wind-up toys, pressing different buttons on interactive toys to see what sound each one of them makes. They go out in the local area, for example, on outings to shops, which helps them gain a sense of the community in which they live. Children crawl confidently around the playroom, pulling themselves up and standing unaided for a few seconds. While there is ample space indoors to practice these skills, provision for developing these skills outdoors is limited.

High standards of cleanliness are maintained throughout childminding areas, which help prevent the spread of infection. Resources and equipment are cleaned regularly to prevent the spread of germs. The childminder demonstrates good hygiene routines to children so that as they get older they become aware of the importance of these. Children demonstrate they feel very safe as they explore their surroundings and enjoy finding out what they can do. They indicate when they want something through gestures and signs and the childminder responds appropriately. The childminder is clear about the emergency evacuation procedures. She has practised these when the children are present so any potential problems can be identified. Appropriate measures are taken to ensure children are transported safely in the childminder's car.

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

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| 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

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| 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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| 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

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| 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 | 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

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| 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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