

Inspection report for early years provision

Unique reference number	EY391121
Inspection date	24/08/2011
Inspector	Pauline Pinnegar

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 2009. She lives with her husband and one child aged three years, in the residential area of Yarm, Stockton on Tees. The whole of the ground floor and one bedroom on the first floor 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 family has a pet bearded dragon.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years range. There is one child attending on a full-time basis who is within the Early Years Foundation Stage. 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 her local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and friendly environment for all children and their families. She implements suitable procedures to gather information from parents in order to meet children's individual needs and create an inclusive environment. The childminder provides a suitable range of activities for children which cover most areas of learning, and this enables children to make steady progress in their learning and development. Systems for observations and assessments are being developed. Children's welfare is suitably promoted and is underpinned by mostly effective policies and procedures. The childminder has some awareness of areas for development. However, she has only been minding for a short period of time and, as yet, has not developed effective procedures to monitor and evaluate her setting.

What steps need to be taken to improve provision further?

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

- develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children
- analyse the information gathered on the observation records more effectively to help plan the next steps in a child's developmental progress, ensuring the information is matched to the expectations of the early learning goals and links to planning
- develop further systems to ensure effective continuity and progression of children's care and learning by encouraging parents to contribute to children's learning and development records
- review the risk assessment to ensure that it covers anything with which a

child may come into contact to ensure children's safety and well-being; this specifically relates to animals on the premises being safe to be in the proximity of children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an appropriate understanding of safeguarding children issues. This is supported by a written policy and a sound understanding of procedures to follow if she has a concern about a child. As a result, children are effectively safeguarded. The childminder has an appropriate range of policies and procedures in place which underpin her practice and are shared with parents. Suitable systems are in place to gather all relevant information in order to meet children's needs, for example, dietary requirements and medical history. These are kept up-to-date and stored confidentially to further safeguard children. Children's welfare is appropriately promoted as the childminder and her family have had suitable checks completed. Daily checks, along with a record of risk assessment, help keep children safe inside and outside of the home. However, all risks have not been clearly identified in relation to children's access to the pet bearded dragon in order to fully promote their safety. Consent to obtain emergency medical treatment is in place and the childminder holds a current first aid certificate. This ensures that she can respond appropriately to accidents. The childminder has a detailed written evacuation procedure in place which includes a practice fire drill to help raise children's awareness of what they should do in an emergency situation. All documentation required to promote the safe and effective management of the provision is in place.

The childminder has only just started to informally consider what she does well and what she needs to improve. However, systems for reflective practice are still in their infancy and do not yet effectively target priorities for improvement that will have a positive impact on all children. Children's play opportunities are maximised through the effective organisation of space, time and resources. The childminder is taking appropriate steps to ensure her provision and environment is sustainable. Children regularly recycle materials to make models and she also accesses her local toy resource library. Children access good quality toys and resources that support their learning and development. Equality and diversity are suitably promoted. For example, all children are encouraged to try out the full range of available activities and play equipment. The childminder has written policies and procedures in place relating to equality and diversity. She demonstrates a positive attitude towards ensuring that all children are fully included at the setting and to gathering information in order to meet their individual needs.

Appropriate procedures are in place to work with parents. Parents receive digital copies of all relevant policies and procedures, which ensure that they are well informed about the service the childminder provides. They are kept informed about their child's learning and care through regular verbal feedback and access to children's daily diary. However, although they are aware of children's individual learning records, they are not actively encouraged to contribute to these records. This does not fully promote continuity with regard to children's learning and

development. Parents speak highly about the childminder and report 'I am delighted to have such a wonderful childminder who is dedicated to looking after my child'. The childminder understands the need to build links with other practitioners where a child receives education and care in more than one setting to ensure continuity and cohesion. However, there are currently no children on roll who attend other settings.

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

Children are content and confident in familiar surroundings, as the childminder is sensitive to their needs and interests. The childminder has formed loving relationships with the children and they interact positively with her. She offers clear praise consistently and this encourages children's positive behaviour. As a result, children are at ease in the setting. Children's independence and freedom of choice is promoted because resources are plentiful and a good selection is easily accessible to them. Children enjoy their time with the childminder and the skills they need in future life are being suitably developed. For example, she plays matching and sequencing games and draws their attention to the numbers and promotes counting. Through meaningful everyday experiences and general play children are making steady progress in all areas of learning. The childminder has just begun to make observations of children in their play and record some of this information. However, this information is not used to effectively identify the next steps in their learning or linked to the early learning goals in order to clearly assess children's progress and plan for their future experiences.

Children enjoy playing with toys that react when buttons are pressed and use some electronic toys, giving them an understanding of information technology and how this is a part of our everyday lives. Children's awareness of their own communities and different cultures is being adequately developed because the childminder acts as a positive role model. However, this has not been extended further into activity planning to ensure children understand and celebrate the similarities and differences between them in a diverse society. Children are beginning to develop an understanding of the natural world through planned activities. They explore the outdoor environment, looking for bugs and worms, and they plant and nurture pumpkin seeds in pots. Early mark-making skills are explored using resources, such as large crayons, chalks and paint. Children also explore mark making as they play with cars in the 'soil pit' in the garden. Shape sorting resources and jigsaws encourage children to problem solve. Warmth and affection is freely given and children are at ease to go to the childminder for comfort, reassurance and support. The childminder interacts well with the children. She listens and responds to what they have to say and this shows them that they are valued. During everyday play and conversation, she asks questions that encourage children to think and learn. For example, they identify the different colours and textures as they play with dough. Children explore a range of books and stories and this is complimented with trips to the local library. They use their imagination well in role-play activities, having fun pretending to make cups of tea and dressing up in their favourite outfits.

Children's health is suitably promoted. The childminder reinforces appropriate hygiene practices and helps children to understand the importance of leading a healthy lifestyle. Children enjoy healthy snacks, such as fruit, and plenty of physical exercise. They go on frequent outings that include nature walks and visits to the park, therefore experiencing fresh air. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being and helping them to feel content and secure. The garden is used regularly and children access a range of equipment which promotes their physical skills. Whilst out walking children learn how to walk safely and ongoing explanations from the childminder about safety issues help children begin to understand how to keep themselves safe. The childminder provides young children with good levels of adult supervision so they take appropriate risks within their play and as part of their development.

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

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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

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