

Inspection report for early years provision

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Inspection date	08/09/2011
Inspector	Karen Tervit
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 partner in Consett. The whole of the childminder's home except for the main bedroom is used for childminding. There is an enclosed rear yard for outdoor play.

The childminder is registered on the Early Years, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years. The childminder is currently caring for two children in the early years age range on a part-time basis. She also offers care to children aged five to 11 years. 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.

All children and their families are warmly welcomed into a safe and stimulating environment. The childminder has a sound understanding of the Early Years Foundation Stage Framework and has some systems in place to observe and assess children's progress. As a result, children are making steady progress in their learning and development. The childminder has started to look at different ways to involve parents in their children's learning and to build links with other early years provision. Systems to reflect on and evaluate practice are in the early stages of development. However, the childminder is keen to develop her practice and demonstrates a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- enhance activity planning by completing summative assessments at particular points in time so children's progress can be tracked
- further develop the use of self-evaluation processes to help identify areas for development
- extend the activities and resources to help children to become aware of, explore and question differences and diversity
- further develop links with other providers of the Early Years Foundation Stage to ensure continuity of care and education
- further develop the systems to involve parents, and encourage them to contribute to their children's learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibilities for ensuring children's safety. She has a sound understanding of child protection issues and of the procedures to

follow in the event of any concerns. Checks have been completed on household members to ensure they are suitable to have regular contact with children. The childminder completes thorough risk assessments to help her identify potential dangers to children and to help ensure children's continued safety. Well-maintained systems are in place to record children's details, medication and accidents. These are all up-to-date and stored to promote confidentiality.

The childminder has a positive attitude to continuous improvement and is currently in the process of registering to complete a childcare qualification to help her increase her childcare knowledge. She has started to use the Ofsted self-evaluation form. However, this is in the very early stages and she has not yet prioritised areas for development. However, she does consult with parents verbally to evaluate her practice and has written questionnaires available if parents want to complete them. The dedicated playroom is bright and welcoming to children, with their artwork covering the walls, giving children a sense of belonging and pride in their achievements. Resources are of a suitable quality and quantity and are easily accessible to children. However, resources and activities which promote positive images of difference and diversity are more limited. The childminder does not currently care for any children with special educational needs and/or disabilities. However, she demonstrates a positive attitude towards ensuring that all children are included at the setting.

The childminder builds positive relationships with parents. She records information from parents with regard to their children's needs and discusses their routines so she can be sure she can meet their individual needs. Information is exchanged verbally, in written form and by displaying certificates and children's artwork in the playroom. The childminder is in the early stages of developing ways in which to involve parents further in children's learning. She has not yet fully developed partnerships with other providers of the Early Years Foundation Stage so as to ensure continuity in children's care and learning.

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

Children are happy and have settled quickly in the childminder's care. The childminder has flexible plans in place which are based on children's interests and cover most areas of learning. She is developing her understanding of the learning and development requirements of the Early Years Foundation Stage and has organised individual files for each child. She links observations to the early learning goals and support this with photographic evidence of children's learning. However, she has not yet begun to assess exactly where children are at in their learning.

Children confidently chat to the childminder and other adults, involving them in their play, for example, as they dress up as super heroes. Children are beginning to learn to share and take turns as they develop their skills using remote controls to play electronic games. They enjoy being creative, using different sponges and brushes to paint pictures and make their own models using junk materials. Children concentrate well as they thread pasta shapes to make a necklace and twist pipe cleaners together to make bracelets. They are able to write and

recognise the letters in their own name and independently count to ten and beyond. Children enjoy outings to the library and local churches.

The childminder interacts positively with the children, acting as a good role model to encourage positive behaviour. Consequently, children are well-behaved and respond positively to the childminder's praise and encouragement. Parents provide children's meals and snacks, the childminder reinforcing the importance of healthy eating through discussions and activities. Lots of opportunities are provided for the children to benefit from fresh air. These include playing in the yard and visiting local parks where they play on equipment to develop their physical skills.

Consistently applied routines for hand-washing, along with clear sick child procedures, protect children from illness and infection. The childminder provides suitable opportunities for children to begin to learn to keep themselves safe. For example, she gives them gentle reminders to be careful so they do not trip over toys, and they practise regular fire drills and discuss road safety.

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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