

Inspection report for early years provision

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| Unique reference number | EY422793 |
| Inspection date | 10/10/2011 |
| 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.

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Description of the childminding

The childminder was registered in February 2011. She lives with her husband and two children aged nine and six years in Sunderland. The whole of the ground floor of the childminder's home is used for childminding. There is an enclosed area for outside play.

The childminder is registered by Ofsted on the Early Years, and 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 one may be in the early years age range. There is currently one child on roll in this age group.

The childminder has completed a relevant training course and holds a current paediatric first aid certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made a very positive start to childminding. She is committed to providing good quality care and education to the children in her care. This contributes to them making good progress in their learning and development. Relationships with parents are positive and there is mutual respect between both parties. Effective evaluation systems are in place and the childminder identifies and promptly acts upon any areas for improvement. Consequently, there is a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- summarise children's achievements at a particular point in time so that their progress can be tracked.

The effectiveness of leadership and management of the early years provision

The childminder takes all necessary steps to keep children safe and sees this as her priority. She identifies risks both on and off the premises by completing thorough risk assessments. Where these have highlighted potential dangers, she takes appropriate steps, for example, preventing children's access to the stairs and harmful substances. She attends safeguarding training and is confident in her role of protecting children. Checks have been completed on all household members to ensure they are suitable to be in regular contact with children. A record of visitors to the home is kept and children are closely supervised at all times. Documentation is well organised and confidentiality is maintained. The childminder is first aid

trained and keeps appropriate records of any accidents and administered medication.

The childminder is very keen to develop her provision, which is already of good quality. She attends training courses and meets with other childminders in order to share good practice. She continually evaluates her provision, making changes and adaptations where necessary. For example, changing the arrangements at hand-over time to make this a more smooth process. Parents are fully involved in the evaluation process and the childminder respects their views and wishes. Equality and diversity are promoted well. The childminder is a good role model and has a good range of resources which help to raise children's awareness and appreciation of diversity. Furniture, equipment and resources are of good quality and are used well to promote outcomes for children. The childminder provides a rich, stimulating environment while retaining a warm, homely atmosphere.

Partnerships with parents are positive and based on mutual respect. The childminder ensures parents are well informed about all aspects of their children's achievement, well-being and development. This is done through daily verbal and written feedback and access to children's learning journals. Parents speak very highly of the childminder, including comments such as, '100% happy, I know my child is cared for, feels loved and secure' and 'excellent, it is very homely with lots of fun, child-friendly activities'. 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 very much 'at home' in the setting. They are relaxed and settled in the childminder's care and approach her and her family with confidence and affection. The childminder has a good understanding of the Early Years Foundation Stage. This enables her to plan and provide a fun and interesting range of activities which promote children's learning. She also makes good use of facilities in the community, such as children's centres and libraries, so that all aspects of children's learning are fully promoted. Her observations of children and the next steps in their learning are identified and clearly documented in individual learning journals. These provide a lovely account of the busy and fun days the children experience while with the childminder. As yet, the childminder is not summarising children's achievements at a particular point in time so that their progress can be fully tracked.

Children enjoy being with and talking to adults. They are beginning to learn how to socialise with other children when they attend community groups. Their speech is developing well and they use single and two-word utterances to convey simple and more complex messages. They have access to a very good range of books, which they love to look at both with the childminder and by themselves. They skilfully turn the pages over in their favourite animal books and make the different sounds. They are already developing a sense of humour, laughing and giggling with the childminder about the coats they are wearing as they play outdoors. They love

music and movement and are a pleasure to watch as they join in with songs and use their musical instruments. They can also be heard singing happily to themselves as they play. The childminder promotes their interest and understanding in number through play and everyday activities. They enjoy making different shapes out of dough and are becoming increasingly skilful at posting shapes into the correct holes in posting boxes. Even though they are very young they understand the meaning of 'more' and use this word in the correct context. Children have many daily opportunities for sensory exploration and messy play with materials, such as paint, sand and water, which they engage in with great enthusiasm. They engage in role play based on first-hand experiences, kindly making 'cups of tea' for the adults during the inspection.

High standards of cleanliness are maintained throughout the childminding areas to promote children's health. The children themselves are already becoming aware of good hygiene practices. For example, they point to the soap when the childminder takes them to the bathroom to wash their hands before snack. They enjoy healthy and nutritious, home-cooked food and the childminder has completed food safety training. Good opportunities are provided for children to benefit from fresh air and exercise. They love being outdoors and this is a part of children's daily routine whatever the weather. Although children are very young, the childminder raises their awareness of keeping themselves safe. She talks about road safety and explains why they must be strapped into the highchair and pushchair.

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? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

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 | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

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 | 2 |
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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 | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| 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 | 2 |
| The extent to which children develop skills for the future | 2 |

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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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