

Inspection report for early years provision

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Inspection date	05/10/2011
Inspector	Eileen Grimes
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 1987. She lives in the Marske area of Redcar. The whole of the ground 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 two cats.

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 are currently four 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. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in a safe, welcoming and stimulating environment where the childminder ensures they feel secure and valued. The childminder develops good partnerships with parents which contribute effectively to her knowledge and understanding of children's individual needs. Regular observation and assessment of children's progress helps the childminder to provide a good range of interesting and stage appropriate activities and experiences. Very well-organised documentation underpins effective practice, and accurate self-evaluation identifies suitable areas for further development.

What steps need to be taken to improve provision further?

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

- continue to develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children
- continue to develop systems for recording children's progress, including matching observations to the areas of learning and identifying learning priorities.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority by the childminder. She has a very sound understanding of the safeguarding procedures which is supported by her policies. All adults within the home are vetted, and through her contact with other childminders she has contingency plans in place with them to ensure that children are never left with anyone who is not vetted. She has completed detailed risk

assessments of all areas of her home, garden and outings These are reviewed at least annually.

The childminder makes highly effective use of space and resources, supplementing this with daily walks or outings for the children as part of their overall learning and development. They are encouraged to consider and respect diversity through discussions about different interests, abilities, disability, cultures and celebrations. They also have access to a range of resources that promote positive images of the community and wider world. For example, the childminder has dressing-up clothes from India and Turkey

The childminder has a wide range of policies and procedures in place which support her practice. She has recently completed her National Vocational Qualification at Level 3 in Child Care and Education. She has started to evaluate her practice and reviews this evaluation. She is identifying areas of strength and for improvement, and has accessed some training. As the reflection has a positive impact on outcomes for children, she is keen to develop this further.

She has established sound professional relationships with parents. She makes them welcome in her home and encourages parents to take time at the start and end of the day to talk and keep each other informed of daily events. Parents are encouraged to keep in contact throughout the day by phone and text if they wish. Parents arrive at the childminder's home relaxed and confident of her care. She has established sound relationships with other early years settings which children attend, to promote continuity and cohesion.

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

Children are happy and settled in the care of the childminder. They have the freedom to move around the home and are free to access activities as they choose. All activities are stored in areas which are easily accessed by children. Children understand that some toys are suitable for younger children and talk with pride and affection about children who are not present and how they like to play with certain items. The childminder understands that children need time to explore and experiment with activities, and when it is appropriate to offer support and encouragement. She is very aware of the individual needs of the children in her care, she knows instinctively when children are tired and need quiet time to relax.

Children have established very sound relationships with the childminder, they talk with her and ask about games, other children and outings. Children have clearly formed strong friendships and look forward to being together after school and nursery. Children develop a wealth of skills; they investigate with the school, bus and cars, experimenting with the number of children in school and the number of chairs available, talking about more and less. There are good opportunities for children to develop skills in communication language and literacy. The childminder talks quietly and calmly with the children, as well as, providing books for reading and opportunities for mark making.

Her sound understanding of the Early Years Foundation Stage ensures that children in her care are making good progress. She completes observations and assessments these are linked to the early learning goals and clearly identify next steps. She understands that these should be further developed

Through a range of planned and spontaneous activities children develop an understanding of the world around them. This includes looking at various cultures and religions, visiting places of interest and observing vegetables growing in the garden. This is developed to children looking at healthy lifestyles and increasing their understanding of healthy options. Drinks are freely available throughout the day, and children understand the need to drink after exercise. The childminder is alert to issues of cross infection and children do not attend when ill.

The childminder uses her time going to and from school to talk with the children about safety and to reinforce previous learning. Children talk about how to cross the road and how to walk safely. For example how to use the light-controlled crossing. Her positive approach to all issues ensures that children learn and understand how to behave. Children's behaviour is good. Children understand the consequences of their actions, they talk about how other children feel and say please, thank you and excuse me correctly. All these skills ensure that children are prepared for the future.

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

The effectiveness of leadership and management of the early years provision

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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

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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