

Inspection report for early years provision

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Inspection date	01/12/2011
Inspector	Vivienne Dempsey
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 2011. She lives with her husband and two children child aged 12 and seven years in Norton Stockton-on-Tees. The whole of the ground floor of the property is used for childminding. There is a fully 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 five children under eight years at any one time, of whom no more than three may be in the early years age range. 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.

The childminder has a warm and caring nature, which is conducive to all children and their parents feeling welcome. She demonstrates a positive attitude towards providing an inclusive environment. Space is well organised and provides children with access to a good variety of resources. Good systems are in place to ensure children make good progress in their learning and development, although systems to share information with other providers are not fully developed. The childminder is very keen to develop the service she provides and works closely with local authority advisors to promote outcomes for all children.

What steps need to be taken to improve provision further?

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

- continue to develop links with other providers to ensure continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are protected well. The childminder demonstrates a good understanding of the signs and symptoms of abuse, and procedures to follow should she have any concerns. She ensures that all relevant telephone numbers including emergency contacts are readily available. A record of risk assessments and regular checks of areas and equipment are carried out. Fire drills are regularly practised and fire safety equipment is in place, such as, fire alarms and a fire blanket. This has a positive impact on children's safety. Children access a good range of resources. Child-friendly storage systems allow children opportunities to self-select and make choices about their play. This helps foster their decision making and independence skills.

The childminder works very well with parents to ensure children remain happy and settled. Parents are presented with a range of written documentation that informs them of the service provided. Information of children's needs is obtained at the start of the placement and required consents for emergency medical treatment, administration of medication and outings are in place for all children. Regular information is shared about their child's learning and care through the use of daily diaries and development files. Parents are very happy with the service provided and state that 'children are very happy coming to the childminder's homely environment.' The childminder has developed suitable partnerships with other provider's delivery the Early Years Foundation Stage. She regularly speaks to staff at the nursery to ensure continuity of care. However, these links have not been fully developed to share information regarding children's progress. This does not fully ensure continuity in their learning and development.

A good range of resources are also available to promote children's awareness of differences and others, such as, books, posters and small world figures. The childminder does not currently care for children who have special educational needs and/or disabilities. However, the childminder has a good understanding of systems she needs to have in place to ensure their individual needs are met. The childminder attends a good range of training, to develop her knowledge and skills. She also works closely with local authority advisors to enhance the service she provides. This enables her to drive some improvement, whilst helping to promote most outcomes for children. The childminder has started to develop action plans to highlight areas for development and confidently talks about how she intends to improve and promote outcomes for children. Parents and children are also involved in the self-evaluation process and are asked to complete questionnaires about the service she provides. The childminder uses their comments to further promote outcomes for children.

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

The childminder demonstrates a good understanding of the Early Years Foundation Stage. Children benefit from a flexible routine, including a balance of child-centred and adult-led activities. Children are happy, secure and settled. They enjoy their time with the childminder. She is a good role model. Consequently, children are polite and well mannered. Children are encouraged to develop their counting skills during everyday play situations, such as, counting how many trains they have. They are involved in a range of creative activities including, drawing and baking. Their communication skills are well fostered through ongoing discussions. The childminder takes time to listen to the children. This helps to nurture their confidence and positive self-esteem. Children access a range of resources to promote children's understanding of information technology, such as programmable toys and confidently use the mouse to play Christmas songs on the computer.

The childminder is aware of the children's individual strengths. She has a flexible

routine led by the children's interests and planned outings. She observes children learning and has very effective systems to identify the next steps in their learning. These are then used to inform future planning. This helps to promote children's learning very well. Children have great fun using a large box to make 'Santa's House'. The childminder helps them to make different shaped windows, such as, circle, rectangle and triangle, which helps develop their awareness of shape. They are encouraged to write letters to Santa and the childminder provide lots of praise and encouragement, helping them to develop their early writing skills. Children show a great interest in trains and work closely with the childminder to construct a variety of tracks for the trains using blocks and train tracks. This helps to develop children's problem solving skills through their interests.

The childminder maintains good standards of hygiene and cleanliness in areas used by children. Children are learning good personal hygiene through consistent routines and positive role modelling. For example, they are encouraged to wash their hands after eating, messy play and after using the bathroom. The childminder provides a range of nutritional snacks and meals and drinks are freely available. This helps to keep children nourished and hydrated. All children are able to rest and sleep according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and outdoors. They regularly visit the local woods, parks and play areas, which helps to develop their physical skills and their knowledge and understanding of the local environment. Children take part in regular fire drills and house rules are in place, for example, not climbing on the furniture. The childminder talks to children about road safety when walking in the local environment. All of which helps to develop children's understanding of safety. This helps to protect children's safety at all times.

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	3
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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