

Inspection report for early years provision

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| Unique reference number | EY430013 |
| Inspection date | 12/12/2011 |
| Inspector | Julie Morrison |
| 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 2011. She lives with her husband and two children aged six and two years in Stockton-on-Tees. The family have a pet dog. The whole of the ground floor of the childminder's home is used for childminding. Children have use of a rear garden for outdoor play. The childminder is registered on the Early Years Register and also both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight years, of these, not more than two may be in the early years age range. She is also registered to care for children aged over eight years. The childminder currently cares for four children, two of which are in the early years age range. The childminder cares for children on weekdays from 7.45am to 5.30pm for 51 weeks of the year. She takes and collects children from the local school and nursery and to the parent and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's safety, care and well-being are promoted well by the friendly childminder. They make good progress in their learning and development as they experience a wide range of activities which cover all areas of learning. The childminder ensures that all children are fully included at her setting through effective relationships with parents. Partnerships with other providers are developing, however, an effective system to share information about children's individual learning with other providers has not yet been established. The childminder demonstrates a positive attitude towards developing her practice in order to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- make effective use of observations of the children's learning to assess the progress they are making towards the early learning goals
- promote effective continuity and progression by sharing relevant information about children's learning and development with other providers of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibility to protect children from harm well. She has in place a written safeguarding policy that she regularly reviews and she is confident about procedures to follow should she have any concerns about a child.

All documentation required for the safe management of the provision is in place and well-maintained, for example, medication and accident records. Comprehensive risk assessments which cover her home, outings and garden are in place which ensure that any potential hazards are effectively identified and minimised. Daily checks and effective safety procedures, for example, using cupboard locks, keeping external doors locked and carrying emergency contact details in case she was to be involved in an accident further safeguard children. The childminder holds a current first aid certificate and has requested consent from parents to obtain emergency medical treatment, this means that she could respond quickly and appropriately to any accidents. Although the childminder has only been minding for a short period of time, she demonstrates a genuine commitment to developing her practice and has taken positive steps to monitor and evaluate her work. For example, completing the Ofsted self-evaluation form and working closely with her early years coordinator. As a result, she has a good understanding of her areas for improvement.

The childminder supports inclusion throughout her work. She has developed positive relationships with parents and gathers information at the start to ensure she is aware of children's individual needs. For example, medical history, likes and comforters. She provides parents with relevant policies and procedures and further information such as her certificate of registration, insurance and qualifications are displayed for parents to see. Parents are kept up-to-date about their child's care and learning through verbal feedback and regular access to their child's developmental records. The childminder is beginning to share general information with other providers of the Early Years Foundation Stage. However, she has not effectively linked with them to share information about children's individual learning and development to fully support continuity of learning for children who attend more than one setting. The childminder provides a warm and welcoming family environment where children can play safely. Resources are plentiful and stored in a variety of low-level boxes within the dedicated playroom. This encourages children to make independent choices about their learning and play.

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

The childminder is working hard to develop her understanding of the learning and development requirements of the Early Years Foundation Stage, for example, through reading. She has introduced individual learning files for children which include examples of their work and written observations of their development. However, these are in their infancy and not effectively linked to the Early Years Foundation Stage practice guidance; this makes it difficult to see the progress children are making towards the early learning goals. Nevertheless, the childminder is getting to know the children well and talks confidently about their individual learning. This is combined with a good range of activities to support children in making good progress in their learning and development.

The childminder supports children's learning well. For example, she encourages

them to name colours, repeats words to them and supports them as they set up train tracks. The children have good opportunities to develop their creative skills as they glue, paint and draw as they make Christmas cards. They use numbers confidently as part of their play, for example, counting how many 'baubles' they have put on their picture and develop their problem solving skills as they complete a variety of jigsaws.

The childminder provides an inclusive atmosphere which encourages the children the freedom to make choices about their play. She manages their behaviour well, using distraction and discussion to ensure that all children are included in activities and are encouraged to share resources. Children are beginning to learn about diversity through planned activities such as celebrating Eid and choosing resources from the toy library which reflect a positive outlook of the wider world. They use toy laptops confidently, pressing buttons and use the computer to play matching and colouring games, this supports them to develop skills for the future.

Children's welfare is successfully promoted by the childminder. They learn about keeping safe throughout a variety of planned activities and discussions. For example, they use books to learn about road safety and discuss the dangers of talking to strangers or touching unknown dogs. Children enjoy a range of activities that contribute to good health. They have regular opportunities to take part in physical play activities. For example, playing in the garden, local walks to the park and trips to the farm. This is combined with regular trips to local toddler groups which also provides children with opportunities to socialise with their peers. Planned activities such as fruit tasting, making pizza's and learning about dental hygiene further supports their understanding of healthy lifestyles. Consistent daily routines such as hand washing using individual hand towels, ensures that the risk of cross-infection is minimised.

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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