

Inspection report for early years provision

Unique reference number	EY425475
Inspection date	05/10/2011
Inspector	Vivienne Dempsey
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 partner and children aged five and two years in Hartlepool. 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 four children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage, who attends part-time. 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 is effective in meeting the individual needs of each child, which ensures they are happy, settled and secure within the setting. Very good links have been developed with parents and other providers. The childminder uses a wide range of good resources and her secure knowledge of each child's needs, interests and preferences to successfully support and extend them in their learning. This means that children make excellent progress in their learning and development. The childminder is committed to making continuous improvements and has started implementing good monitoring procedures to ensure most areas for development are identified to help promote better outcomes for 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 systems for self-evaluation to drive continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected by the childminder's good understanding of the requirements set out in the Early Years Foundation Stage framework and her subsequent wide range of policies and good practices. She has a good understanding of safeguarding procedures and knows who to contact with any concerns. The childminder has completed relevant first aid training and a first aid kit is available in the home and on outings. This enables her to deal with any accidents effectively. She implements a range of rigorous procedures to ensure that children are protected and supervised at all times, including the vetting of all adults in the household. Parents are fully informed about policies and procedures

to keep them up to date of the service provided. Comprehensive risk assessments and health and safety policies protect the children and keep them safe. These also allow them to take managed risks and learn about their personal safety and that of others without causing anxiety. Records for the safe and efficient management of the setting are regularly maintained and meet the needs of the children. For example, written permission for emergency medical advice or treatment is requested from parents at the time of their child's admission.

Resources are of good quality and interest to stimulate children's learning and development. The childminder also devises her own resources and uses natural materials from the local environment to meet children's interests and stage of development. This helps to promote and stimulate children's thirst for learning extremely well. The environment is regularly assessed to see how further improvements can be made. For example, the childminder regularly uses the local toy library to ensure resources and activities stimulate children's interests and ensure variety in their learning. The childminder also makes very good use of resources to promote equality, diversity and children's understanding of the wider world. For example, children learn their names in Arabic, use chopsticks to eat noodles and celebrate a range of festivals. This helps them to value diversity and difference and develop their own personal identity. Although there are no children currently on roll with special educational needs and/or disabilities, the childminder has good systems in place to support them.

Strong partnerships are established with parents. A wide range of information is shared between the childminder and parents right from the start. Detailed information keeps them very well informed about policies and procedures and regular two-way communication ensures they are actively involved in children's learning and development. For example, parents exchange information daily regarding children's experiences at home, which the childminder uses when planning. This helps to personalise and make children's learning more meaningful. Consequently, children are making excellent progress towards the early learning goals. Very good partnerships have been developed with other providers and the childminder has devised good systems to ensure continuity for children's learning and development. For example, she talks to staff daily and also uses a sticker system to keep staff informed of activities the children have been involved in whilst in her care.

The childminder is beginning to set high standards and is developing good systems to help her continually reflect on her practice, which, when fully implemented, will help her develop the service she provides. She attends relevant training and shares good practice with other childminders in order to identify new ideas and improved ways of working. Self-evaluation processes are beginning to be effective and takes account of the views of parents and children. For example, parents complete regular questionnaires and the childminder is beginning to use these to develop the service she provides.

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

Children thrive in a stimulating and welcoming environment. The childminder has expert knowledge of the learning and development requirements of the Early Years Foundation Stage and of how young children learn and progress. Consequently, she plans a rich and varied programme of experiences tailored to their individual needs, interests and stages of development. Methods for observing and assessing children are highly effective in supporting children's learning and development and evidence shows that children's progress is excellent in relation to their starting points. Beautifully presented learning journeys provide clear evidence to parents of the progress children make in all areas of learning and development and these are carefully evaluated and monitored to ensure all children are supported. These records are enjoyed by parents. Parents state that their 'children are making lots of progress in there learning and development since starting at the childminder's'.

Children's enthusiasm and desire to take part in play, activities and routines is very evident. They show high levels of self-motivation and independence in selecting their chosen play and managing to do things for themselves. The childminder challenges children to overcome any difficulties and successfully helps build confidence in their own abilities. For example, she supports children to complete jigsaws, providing the appropriate amount of support and lots of praise and encouragement. Children enjoy collecting conkers and acorns whilst walking in the local environment. The childminder uses these natural resources well to promote children's knowledge and understanding across all areas of learning. For example, they count how many they have collected, sort them into rough or smooth and use them to make musical instruments.

Children are very well behaved and have developed very close relationships with the childminder and her family. They confidently retell favorite stories, such as, 'the Gingerbread man' and use both the indoors and garden to retell the story and chase the Gingerbread man until he is caught by the fox. They are very excited to join in with planned activities and confidently access the good range of resources to develop their own interests, for example, completing jigsaws and feeding the dolls. Children enjoy exploring water and the childminder provides a range of small world animals to develop their interest. They have fantastic opportunities to develop their knowledge and understanding of the world around them as the childminder provides a good range of first-hand experiences. For example, children thoroughly enjoy watching the tadpoles grow into frogs and confidently discuss the life-cycle of a frog. This develops their awareness of living things and enables them to discuss differences and changes over time.

Children take part in regular fire evacuation drills and enjoy doing activities that develop their awareness of fire safety. The childminder talks to them about road safety on outings and children know to stop at the road and she encourages them to tell her when it is safe to cross. This develops their awareness of dangers and how to stay safe. The childminder encourages children to follow good personal hygiene routines. For example, children are encouraged and prompt each other to wash their hands before meals and snacks. She provides a range of healthy snacks

and meals. Children are given choices and confidently talk about which piece of fruit they would like to eat. Drinks are freely available, which helps to keep children hydrated. Children enjoy walking in the local environment and have daily access to the childminder's garden, enabling them to engage in a good range of physical activities as part of maintaining a healthy lifestyle.

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
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----