

Inspection report for early years provision

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Inspection date	16/01/2012
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 in Stockton and works alongside another childminder at this address. An assistant is also available to work alongside the two childminders on occasions. The whole of the ground floor, the first floor bathroom and the rear bedroom is used for childminding. There is an enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working alone, she is registered to care for a maximum of six children aged under eight years at any one time, of whom no more than three may be in the early years age range. When working with another childminder, she is registered for a maximum of eight children under eight years. The childminder has a pet dog, rabbits, hamster and tortoises. The childminder currently cares for children weekdays from 8am to 5.30pm for 50 weeks of the year. She is currently caring for four children, all of whom are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-childminder provide a warm, welcoming and friendly environment where all children are included and safeguarded well. Effective links with parents ensure that children's individual needs are met well. However, systems to share information with other providers of the Early Years Foundation Stage have not yet been established. Although, at present, the childminder's co-childminder has taken the role of key worker for all of the children, they do work together closely to ensure that children have a good range of activities, which cover all areas of learning. The childminder and her co-childminder reflect well on their practice and have a good understanding of their areas for development. This helps 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:

- develop systems to identify next steps in children's learning and use these to inform future planning
- promote effective continuity and progression by sharing relevant information about children's learning and development with other provisions and parents.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure environment where risks in the home are identified and minimised well. The childminder is responsible for doing daily checks prior to all children arriving and appropriate safety procedures are in place. For example, external doors are kept locked, sockets covered and good use is made of

stair gates. Children's safety is further supported by a clear record of risk assessment for the home and outings. The childminder has a good understanding of her role and responsibility concerning safeguarding. This supports children's safety and well-being well. All adults working within her home have had the required checks to ensure their suitability, this further supports children's welfare.

Although, new to minding, the childminder is committed to developing her practice, for example, through completing a foundation degree in early years practice. She meets regularly with her co-childminder to reflect on their practice, in order to continue to develop the good quality childcare they provide. This is combined with meeting with their early years coordinator, in order to identify areas for improvement. This helps to improve outcomes for children. Space and resources are organised well at the childminder's home. For example, children benefit from a dedicated playroom where a good range of resources are stored in low-level shelving. This helps to support children's independence. Colourful examples of the children's work along with photographs, helps them to develop a sense of belonging and promotes self-esteem.

The childminder and her co-childminder work jointly on policies to ensure that these are up-to-date and shared effectively with parents. All information required to meet the individual needs of the children and ensure that they are included is obtained at the start, for example, daily routines and medical requirements. The childminder has completed basic sign language training and uses this to help to support children who speak more than one language. This helps to ensure that all children are fully included. Effective systems to share information about children's care and activities have been established, for example, through the use of daily diaries, photograph books and daily verbal feedback. As a result, parents speak highly of the care she and her co-childminder provide, remarking that 'standard of care provided is exceptionally high'. However, systems to effectively share information with other providers have not yet been introduced. This does not support continuity of care and learning for children who attend more than one setting.

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

The childminder's co-childminder takes overall responsibility for completing children's observations. However, the childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She makes ad-hoc observations of children's learning, which she passes to her co-childminder to add to the children's files and they meet regularly to discuss the planning of activities. Planning takes into account children's interests, however, observations do not identify children's next steps in learning. This makes it difficult to see how they are used to inform the future planning. This, however, has a minimal impact on children's learning as both childminders know the children well. This is supported by good interaction from the childminder to extend children's learning and supports them in making good progress towards the early learning goals.

Children have clearly developed close relationships with the childminder. They climb confidently onto her knee for a cuddle and ask her for help as they try to complete jigsaw puzzles. The childminder supports their learning well, for example, she encourages them to look pieces with 'two sides' or to see if they can find a piece with a 'big wheel' on it. Children have good opportunities to develop their language skills as she introduces words, such as 'big and small' and asks them 'is it the same or different?' Children behave well in the childminder's care and she uses age-appropriate techniques to help children to begin to learn right from wrong. Children are able to develop their mark making skills through access to crayons, pens and chalks. She supports them to learn numbers and as they count how many legs the cow has in the jigsaw puzzles and to identify the shapes in a shape sorter. Children take part in a good range of activities to support their creative development. For example, they paint, explore play dough and make worms out of spaghetti. They develop an interest in books as they look at them independently or sit with the childminder as she reads favourite stories to them. Children are beginning to develop a sensitive awareness of diversity, through access to a range of resources and images, which promote a positive outlook of their wider world. A good range of push button toys, including cameras and toy telephones helps children to begin to develop skills for the future.

Children have good opportunities to learn about how to keep themselves safe. For example, the childminder reminds them to carry scissors with 'the points down' and as they role play, they talk about the importance of wearing seatbelts in the car. All documentation to promote children's welfare, such as consents and accident records are in place and up to date. Children's good health and well-being are successfully promoted, as effective daily routines and procedures are in place, such as regular hand washing and discussing germs. The childminder's co-childminder takes overall responsibility for preparing the meals, however, both are committed to providing children with a healthy and balanced diet. For example, for snack, children enjoy fresh fruit. This is supported by regular opportunities for physical play and role play games, such as pretending to be doctors, to further support children's awareness of keeping healthy.

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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