

Inspection report for early years provision

Unique reference number	EY433858
Inspection date	09/02/2012
Inspector	Eileen Grimes
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 August 2011. She lives with her mother and her partner and sisters aged 18, 17 and three years old in Stockton. The whole of the ground floor and the bathroom on the first 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 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. When working with an assistant, she may care for a maximum of 10 children under eight years at any one time, of whom no more than five 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 childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides extremely effectively for children in the Early Years Foundation Stage. Very sound partnerships with parents and carers contribute to the childminder's secure understanding of children's individual needs and support their continued care and development. The childminder understands that every child is unique and children are treated as individuals. They are safeguarded and their welfare needs are met through the childminder's sound practice and implementation of some highly effective policies and procedures. The childminder is committed to continual improvement and self-reflection to enable her to identify her strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- ensure that consent is in place for transporting children in the car
- develop partnerships with other early years settings

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. For example, the childminder has a secure knowledge and understanding of how to protect children and

safeguard their welfare. She is fully aware of the Local Safeguarding Children Board procedures and knows what she should do should she have a concern. Consequently, children are protected. The childminder has a safeguarding policy in place, which is shared with parents. Children's safety is paramount and the childminder ensures appropriate measures are in place to maintain their safety. For example, doors are kept locked to ensure no one may enter or leave without the childminder's knowledge. Daily visual assessments are effective and ensure that the environment remains safe. Children are fully protected at all times and the daily practice is effectively supported by detailed written risk assessments.

The childminder demonstrates a sound commitment to evaluating and developing her practice. She reviews and analyses her care practice and identifies her strengths and areas for development. She has recently completed her National Vocational Qualification at Level 3 in Child Care and Education. This has a positive impact on outcomes for children, as the childminder regularly reviews her practice.

Children's care, learning and welfare are promoted because the childminder puts the individual needs of each child in her care first. Resources are accessible and developmentally appropriate and the daily routine is planned to ensure that all children are fully included. Space within the home is very well organised and provides children with space to move and complete a range of activities. The childminder works hard to provide an inclusive environment. For example, she values and appreciates children in her care and their families. She welcomes them into her home.

The childminder has established and continues to develop, extremely sound working relationships with parents based on mutual respect and understanding. She ensures that they are kept informed about all aspects of their child's care at the beginning and end of the day. When children begin attending, the childminder takes time to gather a wealth of information. This ensures that she has all the information she needs to care for children in accordance with parents preferences. However, there is no written consent for transporting children in her car. The childminder understands the need to develop professional relationships with other early years setting, to ensure continuity and cohesion. However, these are not yet fully developed.

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

Children enjoy their learning and demonstrate growing confidence as they interact with the childminder. They make clear progress in their overall development towards the early learning goals, as the childminder uses her secure knowledge to provide interesting and appropriate experiences for them. These cover all six areas of learning in broad terms. The childminder carry's out regular observations and assessments, which are supported by examples of children's work and photographs. The childminder picks up well on spontaneous opportunities to promote learning, so children undertake a variety of activities and enjoy a good balance of indoor and outdoor play.

Children's experiences match their requirements well because the childminder knows their individual preferences and interests. She provides resources and experiences centred on these interests and follows the children's lead as their play evolves. For example, children make music with a range of resources. The childminder extends the child's thinking as she encourages children to listen to sounds. This leads to children feeling comfortable and enjoying what they do. The childminder is highly effective at encouraging their speech and language development, providing a good role model herself as she speaks clearly to them. In addition, she supports children to develop skills for the future extremely well, as they are encouraged to make pizza's for lunch, develop independence and to learn to share, take turns and cooperate. Children also look at books and talk about the emotions of happiness and sadness.

The childminder has a good understanding of how to promote children's good health. She gathers information from parents regarding medical needs, dietary requirements and allergies. The childminder supports children well to move towards independence, for example, they learn to put on their own clothes and make healthy choices about food they eat. Children engage in a variety of physical activities, both indoors and outdoors and learn to keep themselves safe.

Children develop high levels of self-esteem and a sense of achievement as positive behaviour is promoted with regular praise and encouragement from the childminder. Children's behaviour is managed well with clear and consistent boundaries set. Through discussion, children learn to respect and cooperate with others and regularly talk about their feelings and emotions. The childminder is a positive role model and secure relationships between the childminder and children enable them to feel safe and valued in the childminding environment.

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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