

Inspection report for early years provision

Unique reference number	EY432863
Inspection date	16/02/2012
Inspector	Pauline Pinnegar
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 husband, adult daughter and three children aged five years, 11 years and 14 years old in the residential area of Ingleby Barwick, Stockton on Tees. The whole of the ground floor is used for childminding. There is an enclosed garden available for outdoor play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet hamster.

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 range. There are currently seven children attending within the Early Years Foundation Stage, who 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very warm and welcoming family home, and happily play in a well resourced inclusive environment. Their needs are met as the childminder establishes good relationships with parents and systems to share information with others are developing. Policies, procedures and required documentation are all in place and are used effectively to ensure the safety and welfare of children. Children make good progress in their learning as they engage in a wide range of experiences both indoors and outside of the home. The childminder is establishing mainly good systems for observations and tracking children's progress. She demonstrates a genuine commitment to improving her own skills and has established an effective system of self-evaluation to enable her to monitor her service and identify clear targets for future development, helping to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment systems in order to more effectively track children's progress towards the early learning goals
- develop opportunities for parent's and other early years provider's to be part of the observation and assessment process by contributing to children's learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children in her care. She has completed relevant training and therefore feels confident that her knowledge is up-to-date and comprehensive. She has detailed policies and procedures relating to safeguarding and she ensures parents have a copy of this information. Children's safety is given high priority, as the childminder ensures detailed and effective risk assessments are in place for all areas used for childminding purposes, both indoors, outdoors and all outings. This ensures hazards for children are minimised. Children's welfare is further safeguarded, as the childminder and other household members have had suitable checks completed. All required documentation for the effective running of the setting is available and is very well organised. Children's play opportunities are maximised through the effective organisation of space, time and resources. The childminder is taking appropriate steps to ensure her provision and environment is sustainable. Children regularly re-cycle materials to make models. The environment is bright, stimulating and informative for the children and their parents. This allows children to make choices about their learning and play.

Through the wide range of resources, activities and discussion, including the childminder's positive role modelling, children are encouraged to learn about the wider world and to respect difference. Inclusive practice is well addressed and individual children feel a sense of belonging and included. Children's awareness of diversity and the wider world is well promoted through their access to a suitable range of resources, activities and discussion about similarities and differences. The childminder has a clear vision for the setting and her practice. She has commitment to the ongoing development of her childcare service through self-evaluation and monitoring, and is able to accurately identify strengths and areas for improvement in the service she offers. The childminder shows a positive attitude towards her career. This is supported by attending regular training, discussing practice with her local authority early years support officers, and the evaluation of her practice in the self-evaluation systems.

Children settle with ease and feel very secure because the childminder dedicates time to get to know them and their parents. Parents receive copies of all relevant information about the childminding service, including all policies, procedures, and regular newsletters which inform the childminder's practice. Parents are regularly kept up-to-date with their child's progress with the aid of a daily communication diary. However, systems for parents to contribute to the individual Learning Journeys which record children's progress are not fully developed in order to assist planning. Parents comment very positively on the service they receive. They are impressed with 'the excellent level of care' and describe the childminder as being 'an incredible and fantastic childminder'. The childminder is suitably aware of the importance of building links with others who may be involved with each child, such as schools. However, procedures to ensure effective continuity of care and learning, including sharing learning and development records are not embedded as yet.

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

Children are well cared for and have lots of fun with the childminder. Positive relationships are nurtured and the children are very settled and happy in the childminder's care. This is reflected in their behaviour which is managed in a caring and sensitive way, ensuring children's concerns and needs are fully supported. The childminder offers clear praise consistently and this encourages children's positive behaviour. The childminder plans key activities for the children regularly but mostly follows their interests and takes her lead from them as to what they want to play with. Children are making good progress in their learning and development. The childminder gathers detailed information from parents from the start to ascertain what they can already do. Observations of each child's achievements, through photographs and written notes, are gathered in a special book which forms the basis of assessments and future plans. However, the childminder is not yet linking what each child can do closely enough to the early learning goals to plan effectively for all of their next learning steps.

Children specifically enjoy looking at books and this is complimented with trips to the local library. Children also have fun exploring story sack's using props to accompany their favourite stories such as the 'gruffalo'. Children explore early writing skills in the designated mark making area. They begin to write their own name and make links to letters and sounds to promote early reading skills. The childminder skilfully supports young children through their play, introducing appropriate learning opportunities that encourage number, shape and colour recognition in a fun and enjoyable way. For example, they concentrate well whilst having fun playing with the picture lotto, fitting jigsaw puzzles together and weighing ingredients for baking activities. This also promotes children's problem solving skills. The childminder plans activities, such as, trips to the local, 'dinosaur park' and Surestart groups which assist children to socialise, think about others and have lots of fun. Children use a wide variety of resources for self expression and creativity, such as paint, collage and pencils. Their models are made with recycled materials and play dough. They have lots of fun creating their own pizza, decorating with a range of healthy toppings. This also helps them to learn and understand about healthy eating. Children use their imagination well as they play with small world toys and dress up in their favourite outfits and make 'dens' indoors. Ample opportunities are provided for children to use information and communication technology to support their learning as they investigate telephones, programmable toys, the computer, and 'cause and effect' toys.

The childminder's home plays a key role in supporting children's learning and development. It is a place where children show they feel safe, cared for and relaxed because they are in the continuous care of a trusted and supportive adult. Planning gives children many opportunities to discuss aspects of keeping themselves safe, such as exploring emergency procedures, safe handling of equipment, for example scissors, and road safety. Children wear florescent tabards when walking and learn about road safety. Arrangements in place to support children's good health and minimise cross-infection are good. All relevant documentation with regard to health, including specific dietary needs and consent

forms, are in place and up-to-date. Children have daily opportunities to go for a walk or to visit the local play areas where they run around in the fresh air and practise physical skills whilst they climb or play games. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Each child has an individual towel in the bathroom and follows routines, such as washing their hands before meals. The childminder provides varied and nutritious meals and snacks for children to enable them to make healthy choices.

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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