

Inspection report for early years provision

Unique reference number	EY433873
Inspection date	09/02/2012
Inspector	Eileen Grimes
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 August 2011. She lives with her partner, three adult children and one child aged three years in Stockton-on-Tees. The whole of the ground floor is used for childminding, along with the bathroom on the first floor. 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 five children under eight years at any one time, of whom no more than two may be in the early years age range. When working with an assistant they may care for a maximum of ten 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 in the early years age group, 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 a caring, comfortable and stimulating family environment and acknowledges that each child is unique, with their own needs and interests. Children are settled and confident playing with a variety of activities. She has a clear knowledge and understanding of her role and responsibilities to protect children, and safeguards them extremely well. Children are making visible progress in their overall learning and development while they enjoy a range of activities. The childminder builds and maintains very good relationships with parents. She has started the process of self-evaluation as a way of developing and improving her practice to promote outcomes for children effectively.

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 that children attend.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority by the childminder. She has a very secure understanding of the safeguarding procedures, which has been developed through

her recent training. All adults in the home are vetted, and she has contingency plans in place to ensure that children are never left with anyone who is not vetted. She has completed detailed risk assessments of all areas of her home and garden. The childminder has a wide range of records and consents in place. However, there is no written consent for transporting children in the car. She makes highly effective use of space and resources, supplementing this with planned daily walks or outings for the children as part of their overall learning and development. She encourages them to consider and respect diversity through discussions about different interests, abilities, disabilities, cultures and celebrations. They have access to a wide range of resources that promote positive images of the community and wider world.

The childminder has a range of records, policies and procedures in place which support her practice. She has started to evaluate her practice. She is beginning to identify areas of strength and for improvement, and attends relevant training. This has a positive impact on outcomes for children. The childminder has established very sound professional relationships with parents. She makes them welcome in her home and encourages them to take time at the start and end of the day to talk and keep each other informed of daily events. She encourages parents to keep in contact throughout the day by phone and text if they wish. The childminder understands the need to establish sound relationships with other early years settings, however, at present these are in their infancy.

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

Children are extremely happy and relaxed while they play and learn in the comfortable, child-centred environment. They are developing very good self-esteem as a result of the praise, warm eye-contact and cuddles they receive from the childminder. Children are very confident of their place in the setting, and they play cooperatively. They have access to a good range of toys and resources, many of which are available for them to select for themselves. The childminder's sound understanding of children allows her to offer appropriate support. She encourages them to explore and experiment with activities, for example when playing with dolls and the home area.

For much of their time, children are free to choose their own activities and the childminder motivates them by sitting with them to extend their play, for example supporting them to complete jigsaw puzzles. However, the childminder also plans a range of activities throughout the day for children. For example, children sit and model with dough, making various items for a considerable length of time. The childminder uses this activity to develop a wealth of skills from counting to naming parts of the body. In addition, she makes good use of naturally occurring events, such as the recent snow and ice, to talk about changes and safety when walking. The childminder uses observations and assessments to recognise each child's interests and to identify the next steps in their individual learning. She plans activities and makes resources easily available for children to offer challenge, and as a result, they are making good progress towards the early learning goals.

Children play with puzzles which helps them to develop their problem-solving and reasoning skills. The childminder maximises all opportunities to extend children's communication, language and literacy skills. She talks to children slowly and clearly and uses open-ended questions to develop their language for thinking. All children enjoy regular opportunities to express themselves creatively through music and song, and they take part in art and craft activities, which are attractively displayed within the home.

Children are given a good level of support to understand the benefits of healthy living. They are encouraged to adopt a range of good hygiene practices and also learn about the importance of good food hygiene. They have constant access to drinks. Children are provided with nutritious snacks and meals and take regular exercise, both on outings and within the childminder's home. Children have a good amount of clear floor space to develop their mobility. The childminder ensures they are familiar with safety procedures because they discuss the evacuation procedure and practise the fire drill regularly.

The strong promotion of children's self-esteem and social skills, together with the high levels of independence they are developing, helps to prepare them for the future. Children's behaviour is managed extremely well, with clear and consistent boundaries set. Positive behaviour is promoted with regular praise and encouragement from the childminder, and she encourages children to talk through and resolve any issues. This develops children's understanding of right and wrong and the consequences of their actions. The childminder is a positive role model, and secure relationships between her 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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