

Inspection report for early years provision

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Inspection date	13/04/2012
Inspector	Pauline Pinnegar
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 June 2011. She lives with her partner, one adult son and younger children aged 13 years and five years old. The family live in the residential area of Thornaby, Stockton on Tees. The ground floor, first floor bathroom, toilet and one bedroom are used for childminding. There is an enclosed garden to the rear of the property available for outdoor 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 three may be in the early years age 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 childminder is a member of her local childminding network group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very warmly welcomed into a friendly child-oriented home by the childminder, who is very committed to meeting their individual needs. This is supported by effective partnerships with parents. Links with other providers of the Early Years Foundation Stage are developing. Systems for observations and assessments are mostly good ensuring all children make good progress towards the early learning goals. The effective systems of monitoring and assessment show good capacity to maintain continuous improvement. The childminder constantly reflects on her practice and has successfully created an inclusive, enabling environment for all children.

What steps need to be taken to improve provision further?

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

- embed the summative assessments to effectively track children's progress
- develop effective systems for parents and other early year's providers to contribute 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 very confident that her knowledge is up to date and comprehensive. She has detailed policies and procedures relating to safeguarding and she ensures parents understand and have

a copy of this information. Children's safety is given 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. In case of emergency children are aware of the evacuation procedure, as this is practised with them regularly, as a consequence, children learn about keeping themselves safe. Children's welfare is further safeguarded, as the childminder and other household members have had suitable checks completed. Children's play opportunities are maximised through the effective organisation of space, time and resources. The environment is bright, stimulating and informative for the children and their parents. This allows children to make choices about their learning and play. The childminder rotates resources frequently and borrows toys from her local toy resource library to ensure that children's interest in play is effectively stimulated. Children's artwork and photographs are attractively displayed which gives children a real sense of belonging.

Children are valued and their differing backgrounds and abilities are respected. Inclusive practice is well addressed and individual children feel a sense of belonging and inclusion. 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. This includes attending training, completing the Ofsted self-evaluation form and seeking advice from other childminders to further develop her understanding of good quality childcare. She gains verbal and written feedback from parents to broaden her view of the service provided.

The childminder has implemented good procedures to ensure there is effective communication between her and parents. For example, before children attend the setting the childminder builds a complete picture of their likes, dislikes, routine and individual care needs through discussions with the parents. Parents receive detailed information in the daily communication diary. However, systems for parents' to contribute to children's learning and development records have not been fully explored as yet in order to further assist planning. Parents are very happy with the care the childminder provides and describe her as 'very professional, but also friendly and approachable' and 'she treats each child as if they were her own'. The childminder understands the need to build links with other practitioners, where a child receives education and care in more than one setting, to ensure continuity and cohesion. She communicates regularly with and receives newsletters about events and activities children take part with. She recognises this is a continuing area for development to ensure all parties contribute to children's learning and development record.

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

The childminder is committed to the care and education of children and implements effective methods using routine activities to fully promote their learning. This means that children are making good progress towards the early learning goals. She knows what children enjoy doing, what they are good at and where they need support. Children relish their time with the childminder and the many skills they need in future life are being successfully developed. The childminders clear knowledge of individual children fosters a firm feeling of trust and security. Consistent encouragement ensures children are developing a good knowledge of what is right and wrong. Children are inquisitive and inspired to explore the natural world as they plant and nurture seeds and vegetables, watching them flourish. Ample opportunities are provided for children to use information and communication technology to support their learning as they investigate computer, telephones, camera's and 'cause and effect' toys. The childminder has developed individual files for children, which include observations and photographs linked to the areas of learning and evidence of children's work. Identified next steps in children's learning are clearly used to inform future planning. The childminder has just begun to implement assessment records to enable her to track children's progress more effectively. However, this system is not clearly embedded for each child as yet.

The child-friendly environment encourages children's play as they are free to move around and develop their growing mobility and physical skills. The childminder includes challenges to extend children's skills. For example, they love to explore and investigate so she has compiled sensory boxes using heuristic play materials and this is also further extended into activities as children play with sand, water and 'gloop'. Children participate in interesting and imaginative creative experiences, which effectively nurture their self-expression whilst having a lot of fun. Children love to investigate musical instruments, such as, bells and shakers as they explore music and sounds. Children are beginning to learn about the world around them and enjoy outings to the local groups, parks and farms. Children are beginning to show an interest in books as they investigate 'touchy feely' books, look at simple picture books and love listening to stories. Children's communication skills are consistently fostered resulting in lovely interactions between themselves and the childminder. They also love to sing dance and move to their favourite songs and rhymes. All these experiences promote children's early language and technological development, and enable children to develop skills necessary to their future success. Children have opportunities to explore aspects of quantity, measurement and problem solving within their play, for example, when taking part in baking activities and explore simple jigsaws and shape sorters. All children have opportunities to explore mark making with pencils, chalks and paint. Children use their imagination well in role play having fun with a range of resources including the dolls. They love to bath the dolls and wash the clothes.

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.

Activity planning also teaches children extremely well about keeping themselves safe. Planning gives children many opportunities to discuss aspects of keeping themselves safe, such as, safe handling of equipment, for example scissors, and 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. These positively safeguard children's well being. The childminder has planned purposeful activities to include hand washing, hygiene, and healthy foods. Children's nutritional needs are well catered for throughout the day, with healthy drinks and snacks are provided at regular intervals.

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
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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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