

Inspection report for early years provision

Unique reference number	EY347534
Inspection date	15/03/2011
Inspector	Lynne Pope
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2007. She lives with her partner and two children aged five and nine years. They live in the residential area of Templeton in County Durham. The whole of the ground floor except for the utility room and the whole of the first floor except for the dining room of the childminder's three storey home is used for childminding and there is an enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years. Currently there are three children that attend in this age group. The childminder cares for children Monday to Friday from 7.30am to 6pm for 48 weeks of the year. She escorts children to and from the local school. She attends toddler groups on a regular basis. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. The childminder promotes an inclusive, healthy and safe environment where she responds to the individual needs and interests of the children. The childminder fosters secure partnerships with parents to ensure that they are aware of the policies and procedures at the setting. She has some understanding of the strengths and weaknesses of her provision and has plans in place to develop the service further.

What steps need to be taken to improve provision further?

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

- develop further systems for recording children's progress, including matching observations to the expectations of the early learning goals for all children and identifying learning priorities
- update the record of risk assessment to include any assessments of risk for individual trips
- make use of training provided by the local authority and other sources to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has policies, strategies and procedures in place to ensure the safeguarding and welfare of children. This is reflected in her understanding of the procedures she would follow should she have a safeguarding child concern.

Detailed written risk assessments are undertaken and used to minimise any possible hazards that children might come into contact with in the home and garden. A basic written risk assessment has been completed for general outings, however it does not cover specific venues. Records are maintained for the safe and efficient management of the setting. For example, children's attendance and any accidents they may have.

The home is made welcoming and organised so that it is reassuring and comfortable for children. Equality of opportunity is well promoted, ensuring all children are supported to participate in all aspects of the provision. The wide range of resources is made available in the large conservatory where children can make their own choices about what activities they want to take part in. This helps to develop their independence. The childminder has considered what her strengths and weaknesses are which has helped her to identify some areas for future improvement. Since her last inspection she has completed a Cache Level 3 Diploma in home-based childcare, though has not attended any further training to further improve outcomes for children. Recommendations made at the last inspection have been implemented. For example, children learn about diversity in every day activities and resources are borrowed from the toy library that reflect positive images. Parents are informed about how to make a complaint and receive a copy of the Ofsted poster which informs them about how to raise a concern with them.

Children benefit from the effective relationships that have been developed between the childminder and parents. New children are offered settling-in visits where the childminder can get to know the child and family. This ensures a smooth transition from their home to her care. The childminder records what each child has been involved in each day in a diary which parents can take home. It explains what activities they have been involved in such as making jigsaws, counting and talking about colours. This encourages parents to support and extend their child's learning at home. Parents left feedback for the inspection which showed that they are very positive about the standard of care and learning that their child receives.

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

Children's learning and development is supported effectively which leads to them making good progress. The childminder talks to parents before their child starts about their needs and observes the child while in her care. She keeps them up to date with their child's achievements while they are with her and asks for their opinion on their child's development. Through discussion she demonstrates that she has a good understanding of each child's abilities, which helps her to plan what resources to have available for them when they attend. Some written observations have been carried out for some of the children which detail how the activity supported the child's learning and they are linked into the Early Years Foundation Stage. However, they have not been carried out on every child and there is no note made of the next step in their learning to help the childminder to plan future activities.

Children explore from the security of a close relationship with the childminder. They become very confident in the environment as they explore the available space. The childminder gives them a lot of guidance so that they begin to learn that some things are theirs and some things are shared. Young children explore making different sounds. They say one and two words such as 'juice' and 'all gone' to convey simple messages. As children become older their speech develops into recognisable sentences. Activities such as electronic games help children to understand the concept of counting as the game asks for a certain number of blocks to be placed inside. Children enjoy doing the activity and gain the concept of using number names accurately when it praises them for getting it right. The toy fruit and vegetables help children to organise them into groups matching the separate parts that stick together with velcro. Visits into the local environment are a regular feature of the routine. They visit venues where they can see animals such as squirrels and bird feeders which helps to develop their interest in living things. They are encouraged to remember past events such as a visit to the park where they played with a ball that kept going in the water. From a young age children explore the available space in the home as they gradually gain control of their whole bodies being purposeful in their movements as they connect with the toys. Children's imagination develops well as they play with the child-size kitchen and toy foods, pots and cutlery. They are fascinated by the toy money and take pleasure in sharing it out.

The childminder promotes healthy eating and provides appropriate types of food taking account of children's dietary needs and preferences. Children are consulted about what they would like to eat at future meals, such as on the day of inspection they choose to have beans on toast. The childminder promotes the 'five a day' concept and they recall that yesterday they had fruit, such as Kiwi and pear. When out in the local environment they call at the shops and look at and talk about the fruits and vegetables and select what they would like to try back at the childminder's house. Children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs, and those of others and have good self-esteem as the childminder praises them for their efforts. She has a calm, consistent manner when caring for them and explains to them the boundaries. They learn about respecting each other as situations arise in every day activities and inclusive practice is promoted for all children. Appropriate procedures are in place should a child fall ill while in her care and the written sickness policy is shared with parents. Though no children currently attend with special educational needs and/or disabilities, the childminder demonstrates an understanding of how she would help them to learn and develop to their full ability.

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	3

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	3
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	3
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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