

Inspection report for early years provision

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Inspection date	16/04/2012
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.

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 April 2010. She lives with her husband in the Thornaby area of Stockton - on Tees. The whole of the property 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. There is currently one child attending who are within the Early Years Foundation Stage, who attends on a full-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. 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.

Children take part in a balanced range of activities which help them progress well in all areas of learning and development. The childminder recognises their differences and caters well for their individual needs. A very good partnership with parents is developing as they routinely share detailed information to ensure children receive consistency in their care, learning and development. Children are safe and secure at all times and enjoy learning about their local area and the environment. The childminder is beginning to understand her strengths and weaknesses and is taking purposeful steps to improve her practice.

What steps need to be taken to improve provision further?

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

- develop resources which reflect the diversity of society

The effectiveness of leadership and management of the early years provision

The childminder's very good understanding of safeguarding and associated issues ensures that children are well protected. All adults have suitable checks completed. There is a comprehensive range of risk assessments in place which cover all aspects of her care. She develops children's understanding of safety and how to keep themselves safe. A comprehensive range of policies are in place, which helps guide her daily procedures and practice. Parents are able to access these and they include clear information on how to make complaint.

Within the light bright environment space and resources are very well organised.

This allows children freedom to access activities and freedom to move around. The childminder has a good knowledge and understanding of how to promote equality and diversity within her practice. However the range of resources which reflect the diversity of society are currently limited. Children discuss with the childminder various countries as they look at flags from around the world when preparing an activity for the Olympics.

The childminder has given some thought and consideration to evaluating her child care provision. She has established a base for reflection and evaluation which ensures that the views of all users are included. Through this effective process she has identified her strengths and weaknesses, considered how to address those areas for improvement and identified how she can access training. This has a positive impact on her child care practice and improves outcomes for children.

Partnerships with parents are given very high priority by the childminder. She understands the importance of ensuring that they are kept very well informed about all aspects of their child's care and education. Her detailed records and care plans ensure that parent's wishes are carried out and respected at all times. She has established very sound links with other agencies and professionals, as she understands the vital role all practitioners play in children's development and understand the importance of continuity of care.

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

The childminder uses observations and assessments very effectively 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, children are making very good progress towards the early learning goals. The childminder puts high importance on developing children's communication language and literacy skills. She communicates with children through verbal and non verbal communication.

Her very sound understanding of how children learn and develop ensures that she maximises every opportunity, both spontaneous and planned. Children are engrossed in activities as they play with water play, extending the activity to watering the garden and developing their understanding of sharing as they talk through how to use bottles and watering cans. These opportunities expand learning and additional resources introduced provide challenge. Such as, exploring how full the bottle is. Children develop an understanding of the world around them as they plant seeds and take care of plants, extending the water activity to watering these plants. The childminder develops these activities as they walk to school and the park and look at the changes in the environment.

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. Parents are very pleased with the healthy meals and snacks the childminder provides and the time she takes to learn about the weaning

methods they follow. The childminder supports children well in moving towards independence, for example, in learning to put on own clothes and in making healthy choices about the food they eat. Children engage in a variety of physical activities, both indoors and outdoors and are learning 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 co-operate 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 children 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	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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