

Inspection report for early years provision

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Inspection date	03/05/2012
Inspector	Vivienne Dempsey
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 in 2011. She lives with her husband and children aged five and one year old in a bungalow in Billingham. The whole of the ground floor 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 family has a dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range and of whom, one may be under one year old. 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.

The childminder has a warm and caring nature, which is conducive to all children and their parents feeling welcome. Space is well organised and provides children with access to a good variety of resources. Good systems are in place to ensure children make good progress in their learning and development. Although, systems to share information with other providers are in place, some are not fully responding to the childminder's requests. The childminder is very keen to develop the service she provides and works closely with local authority advisors and other childminders to promote outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop links with other providers to ensure continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of the signs and symptoms of abuse and procedures to follow should she have any concerns. She ensures that all relevant telephone numbers, including emergency contacts are readily available. This helps to protect children very well. Robust risk assessments and regular checks of areas and equipment are recorded and evidence shows how the childminder adapts these regularly to further protect children's safety. Fire drills are regularly practised and fire safety equipment is in place, such as alarms and a blanket. This has a positive impact on children's safety. Children access a good range of resources. Child-friendly storage systems allow children opportunities to

self-select and make choices about their play. This helps foster their decision making and independence skills.

A good range of resources are also available to promote children's awareness of differences and others, such as, books, posters and small world figures. The childminder does not currently care for children, who have special educational needs and/or disabilities. However, the childminder has a good understanding of systems she needs to have in place to ensure their individual needs are met. The childminder attends a good range of training, to develop her knowledge and skills. She also works closely with local authority advisors and other childminders to enhance the service she provides. This enables her to drive improvement, while helping to promote outcomes for children. The childminder has developed action plans to highlight areas for development and confidently talks about how she intends to improve and promote outcomes for children. Parents and children are also involved in the self-evaluation process and are asked to complete questionnaires about the service she provides. Parents state that 'the service provided is excellent and I am fully satisfied with care children receive.' The childminder uses their comments to further promote outcomes for children. For example, in developing resources to meet children's requests and interests.

The childminder works very well with parents to ensure children remain happy and settled. Parents are presented with a range of written documentation that informs them of the service provided. Information of children's needs and starting points are obtained at the start of the placement and required consents for emergency medical treatment, administration of medication and outings are in place for all children. Regular information is shared about their child's learning and care through the use of daily diaries, learning journals and monthly progress reports for each area of learning. Parents are very happy with the service provided and state that 'children are in safe hands and she cares for children as if they were her own' and they are 'over the moon with how well and easy children have settled.' The childminder has developed suitable partnerships with other providers delivery the Early Years Foundation Stage. She regularly speaks to staff at the local schools to ensure continuity of care. Although, she has implemented communication books, some settings are not responding to her requests to share information regarding children's progress. This does not fully ensure continuity in their learning and development.

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

The childminder demonstrates a good understanding of the Early Years Foundation Stage. Therefore, she is confident to support the children's learning through their play and she makes regular observations of their progress. These observations are supported with written details, photographs and examples of the children's work. She plans a flexible range of learning experiences, tailored to meet the individual learning needs of the children and uses information from her observations to plan for the next steps in their learning. Plans are clear and all children have their own individual learning plan. These clearly show how the childminder helps children

make good progress towards the early learning goals. Information about the children's progress is shared frequently with parents, in order to maintain a consistent approach to their care and learning. The children develop an understanding of the society in which they live and through discussions and stories have good opportunities to recognise, value and respect similarities and differences between themselves and others. For example, resources, posters and activities help promote children's understanding of other cultures. Children enjoy making 'dream catchers' originating from Native America and have fun tasting a variety of food from around the world.

The children understand what is expected of them and they respond positively to the childminder's use of praise, as she supports and guides their behaviour. They are settled, happy and confident and enjoy their time with the childminder. They feel safe and confident to take on routine tasks, for example, clearing away their toys, washing hands and making their needs known. They have a good understanding how to keep themselves safe, for example, following instructions for use of equipment and how to leave the home in an emergency. Children use a wide range of interactive toys and enjoy making sounds and singing with the electric keyboard. They are beginning to learn how things work and help the childminder change batteries, which are needed for the toys. They talk about how many batteries they need and how they need to turn them round to fit. This helps to develop their understanding of everyday technology.

Children enjoy recreating their favourite stories during their play. They confidently talk about the different sizes of the bears and change their voices appropriately to make the sounds of 'daddy' and 'baby' bear. The childminder quickly provides appropriate props to enhance their play, such as, three different size bowls and spoons. This gives children the opportunity to compare and name the different sizes, which develops their understanding of mathematical language. Children sit quietly and look at books. They confidently turn the pages and talk about the pictures. They enjoy making marks with coloured pencils and paint and talk to each other about the marks they have made.

The childminder provides a range of nutritional snacks and meals, and drinks are freely available. This helps to keep children nourished and hydrated. All children are able to rest and sleep according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and outdoors. They regularly visit the local parks, playgroups and play areas, which helps to develop their physical skills and their knowledge and understanding of the local 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met