

Inspection report for early years provision

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Inspection date	15/05/2012
Inspector	Karen Tervit
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 in the Pity Me area of Durham with her husband and their two children aged three years and ten months. The whole of the ground floor, as well as the first floor master bedroom and bathroom are used for childminding. There is a fully enclosed rear 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 one may be in the early years age range. There is currently one child attending on a part-time basis who is within the Early Years Foundation Stage. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She has a level three childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children and their families are warmly welcomed into a safe and stimulating environment. As a result children are making good progress in their overall learning and development. The childminder effectively uses a wide range of toys and resources to support children's development, however those reflecting difference and diversity are more limited. The childminder works closely with parents to gather a wide range of information to successfully meet children's individual needs. Overall, she uses a broad range of policies and procedures to underpin her good practice. Systems for self-evaluation are robust, consequently, the capacity of the provision to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop the activities and resources available to help children to begin to know about other people's cultures and beliefs
- help children to learn how to keep themselves safe, for example by practising the fire evacuation procedure with them on a more regular basis.

The effectiveness of leadership and management of the early years provision

Children are very well protected. There are comprehensive records, policies and procedures in place to support the childminder's practice. These are shared with parents, so they are fully informed about the setting. Checks have been completed on household members to ensure that they are suitable to have regular contact with the children. Children's safety is well promoted. The childminder has an

emergency evacuation plan and is confident that she is able to evacuate her home quickly and safely. However, the practising of such events to help raise children's awareness of what to do is in the early stages of development. The childminder carries out robust risk assessments of her home and of any outings undertaken. These identify potential risks, so that she can take appropriate steps to minimise hazards to children. The childminder has a good understanding of child protection issues and procedures, which means that children are safeguarded while at the setting. She has completed paediatric first aid training so she can deal with minor accidents and injuries appropriately.

The effective organisation of space and good levels of support provided by the childminder allow children to move around safely, helping them to develop their independence and learning. A wide range of age-appropriate resources are easily accessible to children. However, resources to help develop children's understanding of difference and diversity are more limited. The childminder has made a very positive start and is committed and enthusiastic about developing her setting. She follows advice from the local authority and Ofsted, and she uses the internet to keep up-to-date with current childcare issues. She has completed the Ofsted self-evaluation form and is keen to develop her practice further by accessing training in order to promote good outcomes for children. Although, the childminder is not currently caring for any children with special educational needs and/or disabilities, she is aware of the importance of inclusive practice and implementing effective strategies to ensure all children are included.

The childminder recognises the importance of working closely with parents to ensure that children settle quickly. Sensitive induction procedures are in place helping children feel secure. Parents are kept well informed about their child's day through daily conversations and diaries. They speak positively about using the setting. Comments include 'would not hesitate to recommend' and 'impressed with the care received'. No children currently attend that receive the Early Years Foundation Stage elsewhere, however, the childminder is aware of the importance of liaising with other providers to promote continuity in children's learning.

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

Children obviously have a good relationship with the childminder, approaching her freely and confidently. Individual learning journals have been developed. These include photographs and detailed written observations, linked to the areas of learning. Even though children are very new to the setting the childminder is already successfully using these observations to inform her planning and follow children's interest and extend their learning. Consequently children are making good progress.

Children enjoy being creative with different materials, such as, paint, play dough and crayons. They enthusiastically dance to musical toys and are beginning to join in with the actions of simple familiar rhymes. Children are developing a love of books as they sit on the childminder's knee and listen to simple stories, feeling the different textures on the pages. Children enjoy exploring building blocks with their

hands and mouth. They receive good opportunities to be outdoors. For example, they delight in playing on the swings at the local play park and enjoy daily walks in the local environment. Children show great interest in pressing buttons on toys and putting the balls into the shape sorters. They are developing their rolling and crawling skills and confidently move around the childminder's home. Children receive good opportunities to develop their social skills at local toddler groups, where they also receive further opportunities to experience messy play.

Children are cared for in a clean and comfortable environment where they are beginning to develop an understanding of good hygiene and personal care, as the childminder implements consistent routines. For example, having their hands wiped before meals and snacks. A clear sick child policy helps to further reduce the risk of cross-infection and ensures children are cared for appropriately when ill. The childminder provides healthy home cooked meals and freshly prepared snacks, as well as offering activities and simple discussions to promote children's understanding of the importance of healthy eating. Systems are in place to gather information with regard to special dietary needs to ensure children's individual needs are met. Children are developing an understanding of keeping themselves safe, for example, they know they need to be securely strapped into their buggy and car seat. Children are able to rest and sleep according to home routines. Children behave well because they receive sensitive but clear direction, which helps them to understand right from wrong. Children receive regular praise for all achievements and are actively encouraged to share and take turns.

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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