

Inspection report for early years provision

Unique reference number	EY442486
Inspection date	08/08/2012
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 2012. She lives with her husband and child aged one year in Hartlepool. Her husband is also registered as a childminder. The whole of the property is used for childminding. There is a fully 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 five children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder also offers care to children aged over five years and is registered to care for two children under eight years for overnight care. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. No children were present at the time of the inspection.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder works closely with her co-minder to provide a safe and secure environment. She demonstrates through discussion and documentation her secure knowledge and understanding of the Practice Guidance for the Early Years Foundation Stage. Systems for observation, assessment and planning systems are in place. Children's individual learning journeys clearly show how the childminder uses observations to plan a varied and stimulating learning experience for all children, relevant to their age and stage of development. Suitable resources are mainly available, although resources to promote children's awareness of other cultures are limited. Systems are in place to drive continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further resources and activities to promote children's understanding of other cultures.

The effectiveness of leadership and management of the early years provision

The childminder demonstrated through discussion her secure understanding of what to do if she has any safeguarding concerns regarding a child in her care. A wide range of policies and procedures are in place, which includes a policy for safeguarding. The safeguarding policy includes the procedure to follow if

allegations were made whilst children were in her care. A complaints procedure is in place and this includes systems to record any complaints. Risk assessments and daily checks of the premises minimise potential hazards, which ensures children's safety. A first aid box and a relevant first aid certificate are available, which demonstrates that she could act quickly in the event of an accident.

A sufficient range of resources are in place. These are stored at a low level which would enable children to access them freely, giving them choices about their play. Although, some books are available to develop children's awareness of differences, resources and activities to promote children's awareness of other cultures are limited. The childminder and her co-minder do not currently care for children who have special educational needs and/or disabilities. However, they have a sound understanding of systems they need to have in place to ensure children's individual needs are met. The childminder has developed positive relationships with parents. Daily diaries and verbal feedback at the beginning and end of sessions, ensures parents are fully informed of their child's day and any progress they have made. Parents state that they 'find that their care creates a home from home environment'. They also comment that they 'have found them to be nothing other than professional, reliable, trustworthy and honest'. Parents are involved in the self-evaluation process and are asked to complete questionnaires about the service provided. The childminder and her co-minder are very keen to promote outcomes for children. Systems for self-evaluation are evolving and plans are in place for future development. They attend relevant training and work with the local authority advisor to develop their knowledge and skills.

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

The childminder and her co-minder provide a clean and caring environment for children in which they can feel safe and secure to learn. They have a sufficient range of resources and provide a varied range of experiences to meet the children's individual needs and interests. The childminder has developed sound systems for observation, assessment and planning. Observations of children's learning and development are recorded within children's learning journey. Next steps in children's development are highlighted and the childminder confidently talks about how she uses these to plan activities to promote children's learning and development. Observations are linked to the six areas of learning and show children's progress towards the early learning goals.

Systems to promote children's awareness of healthy lifestyles are in place. The childminder demonstrates through discussion how she encourages children to wash their hands, before meals and after using the bathroom. Separate towels are available for each child to dry their hands to minimise the risk of spreading any infections. The childminder provides a suitable range of opportunities for children to be active and develop their physical skills. She states that children have daily access to the garden and regularly visit local parks and play areas. Her home is equipped with safety gates, fire guards, fire blanket and alarms to ensure a safe environment for children. Smoke alarms are regularly checked to see the batteries are working correctly. The front door is kept locked at all times and visitors to the

setting always have their identification checked and are asked to sign the visitors book. This helps to keep children safe.

The childminder states that children helped to plant sunflowers and some vegetables in the garden and regularly help to water them. This helps to develop children's understanding of living things and enables them to observe change over time. A varied range of photographs are available which show children taking part in story time and visiting the local library. This helps to promote children's love of books and develops their communication, language and literacy skills. Evidence is available of the different crafts children have been involved in, for example, making spoon puppets and painting pictures. A range of interactive toys are also available, which provides opportunities to develop children's awareness of everyday technology.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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