

Inspection report for early years provision

Unique reference number	EY441302
Inspection date	22/08/2012
Inspector	Pauline Pinnegar

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 adult child in the Ormesby area of Middlesbrough. The whole of the ground floor 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 family has pet dog.

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 are currently four children attending who are within the Early Years Foundation Stage, who attend on a part-time basis. The childminder also works alongside a registered assistant. When the assistant is present they can care for a maximum of six children under eight years at any one time, of whom no more than six may be in the early years range, including a maximum of two children aged under one year. The childminder also offers care to children aged over eight years. 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 makes good provision for children in an extremely relaxed and homely environment. Systems for planning activities and observing children are effective, ensuring all children make good progress towards the early learning goals in relation to their starting points. All children flourish with the support, care and dedication demonstrated by the childminder and her assistant. Partnerships with parents are valued and ensure children's individual needs are successfully met; however, systems for parents to contribute to children's learning and development records are not fully embedded as yet. The detailed and accurate system of monitoring and assessment shows good capacity to maintain continuous improvement. The childminder constantly reflects on her practice and has very successfully created an inclusive, enabling environment 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 further the systems for parents to contribute to children's learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of safeguarding issues. There are effective vetting procedures, which ensure that all adults living on the premises or having contact with children are suitable to do so. Children's welfare is fully safeguarded because the childminder has an excellent understanding of her role and responsibilities in relation to child protection. She has attended training to update her knowledge and ensures that her policy is clearly shared with parents. The childminder demonstrates a very sensitive awareness of possible indicators of abuse, together with a very firm commitment to keeping children's welfare paramount. Extremely thorough risk assessments and daily checking systems help to maintain a very secure environment for children, where their safety is given the utmost priority. The arrangements for joint working ensure that children are well supervised at all times, while enabling them to make choices and try new challenges. Well-thought-out policies and procedures effectively underpin the efficient management of her service.

Equality and diversity are effectively promoted. All children are encouraged to try out the full range of available activities and play equipment and they are taught to respect other people and their way of life. Children's play opportunities are maximised through effective organisation of space, time and resources. The environment is bright, stimulating and informative for the children and their parents. Children's art work, their individual learning story and photographs adorn the environment, which gives children a real sense of belonging. The childminder demonstrates a genuine commitment to working with parents and other providers to ensure that all children's individual needs are fully met. The childminder is well organised and professional in her approach, with a firm commitment to the continuous development of her service. She enhances her practice by attending a wide range of training and making good use of support networks.

The childminder has built good relationships with parents. Each parent receives a written handbook with all policies and procedures and completes an 'all about me' booklet for their child, which is updated regularly. Consequently, the childminder is clear about children's starting points. The childminder liaises very closely with parents on a daily basis verbally and also through the use of written communication books. Parents regularly review children's progress records but systems for them to actively contribute to the observation and assessment records are not fully embedded in order to further assist planning. Parents have positive views of the childminder and the service she provides. They report 'I cannot speak highly enough of the care the childminder provides I only wish I knew about her sooner'. Children also attend other settings providing the Early Years Foundation Stage, such as nurseries, and the childminder effectively shares information with them for continuity in children's learning and development.

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

Children thoroughly enjoy and benefit from the good balance of adult-led activities and child-initiated opportunities. Planning is based on thorough and accurate observations. The childminder clearly identifies the next steps in children's development and has detailed systems to record this. She implements effective methods of teaching, using routine activities to fully promote their learning. This means that children are making good progress towards the early learning goals. Children are provided with experiences and support, which helps them to develop a positive sense of themselves and of others. Positive relationships are nurtured and the children are very settled and happy in the childminder's care. This is also reflected in their behaviour, which is managed in a caring and sensitive way, ensuring children's concerns and needs are fully supported.

Children are inquisitive and inspired to explore the natural world as they investigate in the 'digging area' in the garden looking for mini beasts and frogs. Ample opportunities are provided for them to use information and communication technology to support their learning. They investigate computers and have made their own 'lift the flap' displays as they explore simple information and technology. The childminder plans activities, such as trips to local museums, nature parks and toddler groups, which assist children to socialise, think about others and have lots of fun. Children particularly enjoy visits to the stables to feed the local community police horses. Pictures of 'Bob' the police horse are proudly displayed in the setting. Children's thinking and early language skills are extended very well through effective discussions with the childminder, resulting in competent listeners and effective communications. There is a wide range of books available which are clearly enjoyed by the children, both independently and with the childminder, and this is complimented with trips to the local library. Children's creative development is well supported as they use a range of media, such as paint, crayons and messy play. They use their imagination very well as they play with small-world toys, and particularly enjoy role play using small world resources, dressing up clothes and hats. Children gain an awareness of shape and their problem solving and reasoning skills are nurtured, as they explore different shape sorting, matching and sequencing activities.

The setting plays a key role in supporting children's learning and development. It is a place where children show they feel very safe, cared for and relaxed because they are in the continuous care of trusted and supportive adults. Activity planning also teaches children effectively about keeping themselves safe within the setting, exploring emergency procedures, road safety and topics. Children have good opportunities for physical play. They love playing in the garden, the park and going on lots of walks within the local community. This ensures they get plenty of fresh air and exercise. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Activity planning includes opportunities for children to learn about their bodies. Children enjoy a range of fresh fruits at snack time and drinking water is available and accessible throughout the session. Meals are varied and nutritious.

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	1
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	1
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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