

Inspection report for early years provision

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Inspection date	27/01/2010
Inspector	Janet Fairhurst
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 has been registered since 1999. She lives with her husband and two children, aged 13 in Tanfield Lea, County Durham. Her home is close to all amenities, including schools and nurseries. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outdoor play. The family has a pet cat.

The childminder is registered to care for a maximum of six children at any one time and is currently minding six children, of whom four are in the early years age range. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and she attends a local parent and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children with a homely and stimulating environment. She demonstrates a secure knowledge of the Early Years Foundation Stage (EYFS) and provides a wide range of activities for children which cover all areas of learning. The childminder is committed to working closely with parents to provide an inclusive setting, where all children are valued and their individual needs are fully met. Most of the requirements are met. She demonstrates a positive attitude towards developing the service she provides to help ensure continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain from parents who has legal contact with the child; and who has parental responsibility (Safeguarding and promoting children's welfare). 10/02/2010

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

- develop the child protection policy further, for example, by outlining your role and responsibility and the procedures you would follow to safeguard children
- ensure risk assessment records contain all relevant details, such as the dates it was carried out and the review dates
- develop systems to evaluate and monitor the effectiveness of the provision and to identify clear actions ensuring continuous improvements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a clear understanding of the Local Safeguarding Children Board's child protection procedures. She has made it her priority to inform all parents of her duty to report any concerns, however this is not reflected in her policy. Children's safety and well-being are promoted as the childminder maintains good levels of hygiene throughout the house and has all necessary safety measures in place. She has effective systems for administering medication and recording accidents that happen while children are in her care. Appropriate risk assessments ensure that children are safe in the home and when out and about, although currently records do not include the dates they were completed or the review date. The childminder has made her home safe and has sound systems in place to fully protect children. For example, the premises are kept secure at all times and visitors are requested to sign in and out. Most of the required information is gathered and recorded at the beginning of each placement. However, information such as who has legal contact and parental responsibility is not obtained which is a requirement of the EYFS.

The childminder organises her time and home well and is flexible in order to meet the differing needs of parents and children. She creates a bright, warm and inviting environment in which children confidently make choices and demonstrate a strong sense of belonging. Resources are readily available for the children and they are able to make their own choices about what they would like to do and play with. This practice promotes their independence. The effectiveness with which the setting promotes equality and diversity reflects in the way the childminder helps children to feel they belong. For example, she treats children as individuals with equal concern. She welcomes them warmly, is interested in what they have to say and listens to them. Children's particular needs are sought through discussions with parents and the children; observing what children do, and establishing their interests, likes and dislikes.

Good relationships are established and maintained with parents. They are warmly welcomed into the home and kept well informed through daily discussions and feedback, as well as having access to a range of written policies and procedures. Parents are encouraged to share information regarding their children's needs, likes, dislikes and some of their skills and abilities. The childminder shares observations with parents on a regular basis and asks them to comment on what she has written. Parents express a high regard for the childminder and the service she provides. They particularly appreciate the homely environment she offers to the children. Currently, the childminder has no children who access EYFS at other settings. However, she demonstrates a positive attitude towards sharing information to ensure continuity of learning and care.

The childminder has not attended a great deal of training since her last inspection, but has made sure that important knowledge, about first aid for example, is kept up-to-date. The childminder has not yet implemented any formal systems to review how effectively she is meeting the EYFS requirements and the children's needs. She recognises the value of reviewing her practice ensuring continuous

quality improvement and welcomes feedback from parents and children, both verbally and through the completion of appraisals. Whilst these systems have been effective in identifying her strengths and some areas for improvement, the childminder has yet to build on this information to identify clear actions for ongoing improvement.

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

The childminder demonstrates a good knowledge of each of the children's needs, abilities and interests and uses this when planning activities and interacting with children, ensuring that learning is fun and stimulating for all. Children's progress is monitored very closely through observing and assessing the children, and ongoing observations on how each activity has been accessed and enjoyed. Children are able to freely choose from a wide range of age appropriate resources, and photographic evidence of children playing in various different situations, shows their enjoyment. The childminder records the children's details as their starting points and then uses this information to help her provide stimulating activities that meet their ages and stages of development. There is very good interaction between the childminder and the children. She meets their individual needs well and children are happy and content in her care.

Communication and language is fostered positively. The childminder is proactive in engaging children in conversation and importantly, she gives them time to respond or repeat what they are trying to say. They enjoy sharing books and listening to stories. Children are able to make friends and respect each other, and respond to the expectations of others. They are able to make choices and decisions about what they do and where they go. They are beginning to understand the wider world. For example, they play with resources that reflect diversity such as role play and dressing-up. There is a range of activities to encourage problem solving. They access jigsaws, games and work out how to use recyclable materials for models. The childminder uses everyday routines in order to encourage counting and the use of mathematical language, whilst cooking and baking activities provide opportunities to introduce them to the concepts of weight and measurement. The childminder plans a variety of activities indoors and out, which are based on children's interests. For example, a visit to the Hancock museum acknowledged a child's interest in dinosaurs and allowed him to see virtual dinosaurs; experiencing their size and variety. Children have clearly formed secure relationships with both the childminder and their peers, listening to one another, playing happily together and seeking comfort when they are tired. The childminder deals with expected, but unwanted behaviour, with sensitivity, as the children begin to learn to take turns and share the equipment. Appropriately set out resources encourage participation and cover each of the areas of learning effectively. These are complemented with visits to toddler groups to provide children with regular opportunities to socialise with their peers.

Children's welfare is promoted well by the childminder. Children enjoy daily opportunities for fresh air and exercise, including going for walks, visiting the park and playing in the garden. Planned activities, such as baking are used to introduce

children to the benefits of healthy eating. Road safety is taught during outings and the school run and they are encouraged to learn the Green Cross Code. The regular undertaking of fire drills also helps children to develop an understanding of possible dangers and how to keep themselves safe. There are daily routines for promoting children's personal hygiene skills and the childminder sets good examples for them to follow.

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	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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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