

Inspection report for early years provision

Unique reference number	500897
Inspection date	26/05/2009
Inspector	Julie Morrison
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2001. She lives with her husband and two adult children and 11 year old son in Darlington. The family has a pet hamster. The whole of the ground floor is used for childminding. The home is accessed by a ramp. 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. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The childminder cares for children on weekdays from 08.00 to 18.00 for 48 weeks of the year. She holds a current paediatric first aid certificate.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a warm and friendly environment for all children. This is combined with a wide range of activities and experiences to ensure that all children are making good progress towards the early learning goals. She demonstrates an extremely positive attitude towards providing an inclusive environment and has suitable procedures in place to work with parents. Most documentation required to effectively safeguard children is in place. The childminder benefits from effective procedures to evaluate the care and education she provides to ensure that continuous improvement is made.

What steps need to be taken to improve provision further?

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

- further develop systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- further develop procedures for parents to be able to regularly review and add to their children's progress in order to contribute to their learning and development.

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

- develop a record of risk assessments for each type of outing. (Safeguarding and promoting children's welfare)

10/06/2009

The leadership and management of the early years provision

The childminder works closely with other childminders and her local network to ensure that she is aware of areas for development within her setting. She has

effectively addressed the recommendations raised at the previous inspection and, as a result, has a clear written complaints policy in place and has further developed her understanding of young children's learning. Most documentation required to promote the safe and effective management of the setting is in place. This includes all children's details, medication and accident records. Children are kept safe at the setting as the childminder has clear written risk assessments in place for all areas of the home and the garden. Effective procedures such as, children carrying identification details, wearing wrist bands and visual checks of all areas ensures children remain safe on outings. However, the childminder does not have a record of risk assessments for outings, this is a breach of the specific legal requirements.

Appropriate procedures are in place to work with parents. They receive copies of the childminders policies and procedures and the childminder gathers relevant information in order to meet the children's individual needs. For example, emergency medical consent and dietary needs. The childminder has suitable procedures in place to ensure that parents are kept up-to-date about their children's care and learning, for example, through verbal discussion and showing parents their learning files. However, she has not further developed procedures to fully enable parents to review and add to their children's learning and development. The childminder provides questionnaires to parents in order to gather relevant feedback on the quality of the care and learning she provides.

The quality and standards of the early years provision

Children are clearly happy, settled and confident in the childminders home, enjoying learning in a meaningful and fun way. They move around the space confidently, independently accessing resources or asking for others which they may not be able to reach. Colourful displays of the children's artwork along with photographs helps to promote a welcoming atmosphere and promotes a sense of belonging for the children. The childminder interacts well with the children, extending learning through fun games, such as counting lamp posts or guessing the colours of doors. She talks to the children about what they are doing and gives lots of praise and encouragement as they correctly match shapes. The children play well together taking an interest in what each other is doing and cuddling one another, this is supported by gentle reminders from the childminder to share and be kind to each other. The children clearly love books, independently selecting their favourite stories which they 'read' to the other children. The childminder provides children with a wide variety of activities to promote their creative development, for example, junk modelling, exploring different textures, painting and dressing up. A variety of stacking blocks, jigsaws and games introduces children to problem solving and mathematical language, which is well supported by the childminder as she introduces concepts such as 'bigger' and 'smaller' into their play.

The childminder is beginning to develop flexible plans built around the interests of the children. She has worked hard to develop her understanding of the Early Years Foundation Stage and has produced an individual learning journey file for each child. These include observations of the children, photographs and examples of

their work. However, the childminder is still developing these and recognises them as an area for ongoing development. Children take part in daily opportunities for fresh air and exercise, this includes, playing in the garden on slides and trampolines and going for walks to the park. This is combined with the provision of healthy snacks and meals to promote children's good health. Consistent routines further promotes children's understanding of good hygiene as even the youngest of children confidently remark, 'my turn' as they go to wash their hands before lunch. The childminder has effective procedures in place to ensure that children are kept safe, including close observation of children, signing in books for visitors and appropriate safety equipment. This is supported by practising road safety and fire drills to help children to begin to learn about keeping themselves safe.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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