

Inspection report for early years provision

Unique reference number	505166
Inspection date	26/01/2012
Inspector	Julie Morrison
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1993 and lives with her husband in Saltburn-by-the-Sea. The whole of the ground floor and the bathroom and two spare bedrooms on the first floor are used for childminding. Children have use of a rear garden for outdoor play. The property is accessed by several steps. The family have a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children aged under eight years at any one time, of whom three may be in the early years age group. The childminder currently has 14 children on roll, of whom five are in the early years age range. She is also registered to care for children aged over eight years. The childminder cares for children on weekdays from 7.30am to 5.30pm for 47 weeks of the year. She takes and collects children from the local school and nursery and takes them to the local parent and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, well settled and eager to join in activities in the friendly and welcoming environment provided by the childminder. They are making good progress in their learning and development because the childminder plans a wide range of activities which cover all areas of learning. She provides an inclusive environment where appropriate procedures are in place to share information with parents and gathers all required information to support children's individual needs. Children's welfare is promoted well and all required documentation to safeguard them is in place. The childminder evaluates her provision effectively and is continuously improving her childminding practice through training and reflection.

What steps need to be taken to improve provision further?

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

- develop procedures to work with parents, including gathering their views on the setting and providing opportunities for them to review and contribute to observations of their child's learning and development
- make effective use of observations of children's learning to show the progress they are making towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well. A wide range of policies and procedures, which are updated regularly, are used effectively to underpin her good practice. Children are effectively safeguarded as the childminder has completed

relevant training and as such has a good understanding of child protection issues and is confident about procedures to follow should she have a concern about a child. Appropriate safety equipment and procedures keep children safe in the childminder's care. For example, using stair gates and fire guards and maintaining close supervision of children at all times. This is further supported by a record of risk assessment for the home and outings. Consequently, children are well protected.

The childminder demonstrates a good level of commitment to developing her practice and knowledge. She has attended a variety of training, shares practice with other childminders and has made use of the Ofsted self-evaluation form to reflect on her practice and identify areas for development. However, although the childminder states that parents give her positive feedback about the service she provides, she has not developed effective procedures to fully involve them in the shaping of her practice. All actions and recommendations raised at the previous inspection have been addressed; this demonstrates a positive attitude towards continuous improvement. Play opportunities are promoted well as resources, time and space are used to good effect at the childminder's home. A wide range of toys and resources based on children's stage of development and interests are available or placed out prior to children's arrival. This encourages children to make independent choices about their play. As a result, children remain engaged in meaningful play throughout their time with the childminder.

Parents are kept up to date about the services the childminder provides from the start, for example, they sign to say they have received copies of all of her policies. Further information, such as her certificate of registration and complaints information, is clearly displayed for them to see. Daily verbal feedback ensures that parents are appropriately informed about their child's care and learning. However, although the childminder informs parents that they can see their child's individual learning file at any time, she has not developed procedures to effectively involve parents in these. This does not fully support parents being involved in their child's progress towards the early learning goals. The childminder demonstrates a genuine commitment to working with other providers of the Early Years Foundation Stage. She gathers information from them regarding current topics and verbally shares information about children's individual learning and care. This helps to ensure continuity of care and learning for children who attend more than one setting.

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

Children are well settled and have clearly developed very close relationships with the warm and enthusiastic childminder. She demonstrates a genuine commitment to developing her understanding of the Early Years Foundation Stage and uses this to create colourful individual learning files for each child. These include photographs, examples of the children's work and observations which are linked to the areas of learning and are used to inform future planning. However, at present the files do not show the progress the children are making towards the early learning goals. This has a minimal impact on the children as the childminder clearly

knows them very well and talks confidently about their individual stages of development. She uses this information well to provide a wide range of fun and stimulating learning opportunities for children which are based on their interests and cover all areas of learning. As a result, children make good progress in their learning and development.

The childminder makes good use of questioning and support to extend children's learning as they play. Their communication skills are supported well as the childminder talks constantly to them, encouraging them to name colours, identify shapes and talk about the different types of animals as they read books together. She uses activities well to support a variety of learning opportunities. For example, while making cakes, children mix ingredients and the childminder encourages them to talk about the ingredients they have used, their colours, and asks if they need more. She supports the children as they confidentially pour their mixture into a cake tin and then goes on to talk about the dangers of the hot oven. Counting and recognising numbers are introduced as they set the timer and talk about how long the cakes need to cook. Children thoroughly enjoy this activity and are clearly happy at the prospect of sharing their cakes with the other children when they arrive. Children develop their creative skills as they enjoy a good range of arts and crafts activities, including gluing, painting, sticking and exploring messy play. The childminder supports their awareness of diversity by introducing resources which reflect positive images of race and gender along with planned activities, such as celebrating the Chinese New Year. A wide range of programmable toys, including a laptops, push button toys and a computer, support children in developing valuable skills for the future.

Children's knowledge about personal safety is successfully encouraged by planned activities such as trips to the police and fire station. Children have good opportunities to learn about healthy lifestyles. Daily physical exercise includes walks, trips to beach and visiting local toddler groups. The children are clearly beginning to learn the importance of healthy lifestyles as they independently sing songs to ensure that they wash their hands for a sufficient amount of time. Their understanding of keeping healthy is further promoted through planned activities, such as growing fruit and vegetables. The childminder uses a positive and consistent approach to managing children's behaviour, for example, discussion with older children and distraction with younger ones. She gives children regular praise and encouragement and supports them well to make their own choices and decisions. This helps children to feel valued, which promotes their self-esteem and helps them to develop a strong sense of belonging in the childminder's care.

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	2
The effectiveness of the setting's engagement with parents and carers	3

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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