

Inspection report for early years provision

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Inspection date	17/03/2010
Inspector	Donna Suzanne Lancaster
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 2003. She lives with her husband and their two children aged 11 and 15 years in Middlesbrough centre. The ground floor of the home is used for childminding. There is an enclosed rear yard available for outdoor play. The house is situated close to local amenities, including shops and schools. The family have two dogs and a rabbit.

The childminder is registered to care for a maximum of six children under eight years, on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children, of whom, two are in the early years age group. The setting is open from 8am till 7.30pm everyday. She operates for 49 weeks of the year.

The childminder is a member of the National Childminding Association and the local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are welcomed in a family friendly home where the childminder works closely with parents to ensure that she is aware of children's individual needs. The childminder has a basic understanding of the learning and development requirements of the Early Years Foundation Stage and provides children with a range of activities. As a result, children are making some progress in their learning and development. However, the processes for observation, planning and assessments are not yet fully developed to help identify learning priorities for each child. The childminder has a positive attitude to developing her practice and there are some systems in place for self-evaluation and monitoring. Consequently, the capacity of the provision to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- develop the record of risk assessments so that it clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Safeguarding and promoting children's welfare) 02/04/2010

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

- develop use of the practice guidance, observations and assessments to identify learning priorities and plan relevant and motivating learning

- experiences for each child
- further promote effective continuity and progression by sharing relevant information about children's learning and development with other provisions and parents
- develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded as the childminder demonstrates a suitable understanding of the signs and symptoms of abuse and who to contact if she has a concern about a child. In addition, all adults have completed suitable vetting procedures and the childminder holds public liability insurance, keeps an up-to-date record of children's attendance and clearly displays her certificate of registration, this helps promote outcomes for children. The childminder ensures that the risk of accidents indoors and outside are minimised as she implements appropriate procedures. For example, keeping external doors locked, checking the premises before children arrive and teaching children to keep safe on outings. However, the written record of these assessments lacks details, such as when they have been conducted or reviewed, which is a requirement. The childminder organises the environment and resources well to ensure all children can easily access resources, so that all children are included in activities and to allow them to explore freely, thereby assisting them to become independent learners. For example, children enjoy dressing the dolls and taking them for a walk in the pushchair. The childminder provides a satisfactory range of resources to reflect diversity, for example, books, dressing-up clothes, food tasting and dolls. She currently has no children attending who have special educational needs and/or disabilities. However, she demonstrates a suitable attitude towards gathering information from parents to ensure that all children are included at the setting.

Documentation is appropriately organised and stored to promote confidentiality. The childminder's registration certificate is clearly displayed along with information for parents about how they can contact Ofsted. Self-evaluation is satisfactory. The childminder adequately reflects on her practice through discussion with parents and other childminders. She has begun to make some use of the Ofsted self-evaluation form to evaluate her practice, however, this is not fully implemented to effectively promote continuous improvement. The childminder has addressed most of the recommendations raised at the previous inspection. For example, she holds a current first-aid certificate, she has implemented a complaints procedure, children have separate towels to dry their hands and the dogs are taken out to do their business. This further helps to protect children's health and welfare.

Partnerships with parents are sufficient to promote children's care. The childminder discusses with them how she works at the initial meeting and shows them copies of relevant policies and procedures. Daily verbal feedback ensures that parents are kept up-to-date about their child's care and activities. However, the childminder has not developed procedures to ensure that parents and other providers of the

Early Years Foundation Stage are kept informed about children's progress towards the early learning goals.

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

Children are happy and settled at the childminder's home. They approach the childminder with ease and confidently move around the space, making choices about their learning and play. The childminder has a basic understanding of the learning and development requirements of the Early Years Foundation Stage. Children are making appropriate progress in their learning as the childminder knows them well and has a suitable understanding of their next steps in development. Some systems are in place for observation, assessment and planning but she is not yet fully using this information or the practice guidance to help her identify learning priorities and plan relevant and motivating learning experiences for each child.

The childminder interacts well with the children. Fully engaged in their play, she helps them to complete the animal jigsaws and shows them how the wind up 'hamster' works. She makes good use of questioning to extend their learning. For example, she encourages them to identify colours, talks about the noises animals make and which number comes first and which one comes last. They talk about how big the strawberry plants will grow and who's plant is the biggest. Children enjoy regular opportunities to play outdoors, either in the yard or in the play park. They especially enjoy baking cakes, cutting and sticking, and making pictures for their mums. A suitable range of books are available for children to look at independently and with the childminder. Children eagerly join in with action and number rhymes, such as 'round and round the garden' and 'wind the bobbin up'. The childminder supports children's learning through their play, such as the use of numbers in every day play, to use fingers for counting, looking and talking about shape and size. All of which helps to develop children's skills.

The childminder talks to the children about healthy foods, this helps to promote an early understanding of healthy options and a healthy diet. Children are beginning to learn about simple hygiene routines and are encouraged to wash their hands before meals and snacks. Children know the colour of their own and the other children's towels. Children behave well as the childminder acts as a good role model and uses positive behaviour management strategies. She raises children's self-esteem with lots of praise and encouragement and as a result children feel valued. Safety is talked about with the children at a level in which they can understand, for example, when crossing the road and in practising the evacuation procedure. This helps to develop children's early awareness and understanding of what to do in an emergency situation.

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

How effectively is the Early Years Foundation Stage led and managed?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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