

Inspection report for early years provision

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Inspection date	21/03/2011
Inspector	Lynne Pope
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 2003. She lives with her husband and two children aged 11 and seven years. They live in the residential area of Castleside, near Consett in County Durham. The whole of the ground floor and the bathroom and one bedroom on the first floor of the childminder's home is used for childminding and there is an enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged 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 four children in this age group. She also offers care to children aged over five years. Currently there are two children that attend in this age group. The childminder cares for children Monday to Friday from 7am to 5.45pm for 48 weeks of the year. She escorts children to and from the local school and nursery. She attends toddler groups on a regular basis. The family has a dog and a guinea-pig.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming and inclusive environment to all children and their families. She demonstrates a good knowledge of the Early Years Foundation Stage and children make good progress. She works very well with parents in order to meet children's individual needs. The childminder has a caring nature which ensures that children have their welfare needs met effectively. The quality of service, care and education provided is assessed and evaluated very well and areas for further improvement are identified effectively.

What steps need to be taken to improve provision further?

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

- ensure effective communication between settings to ensure that children's needs are met and there is continuity in their learning
- ensure that parents have regular opportunities to add to their child's learning and development records.

The effectiveness of leadership and management of the early years provision

Clearly written policies and procedures are in place and followed by the childminder to ensure children's welfare is effectively safeguarded and promoted. This is reflected in her understanding of the procedures she would follow, should she have a child protection concern. Parents are well informed of the childminder's procedures and she provides them with a copy of her written policies which she periodically updates and shares with them. Comprehensive written risk

assessments have been carried out, which ensures that children are cared for in a very safe environment. Records are maintained for the safe and efficient management of the setting, for example, children's attendance and any accidents they may have. The childminder provides a welcoming environment, which helps children to feel very secure and valued. Equality of opportunity is well-promoted, ensuring all children are supported to participate in all aspects of the provision. The dedicated playroom is set out attractively with a wide range of resources that are available at child height on low shelving. Children make their own choices about what they would like to do and they are able to choose where in the home they want to play, such as the living room, dining room or the playroom. This helps to develop their independence.

The recommendations raised at the previous inspection have been implemented with the childminder, ensuring she has all necessary consents in place from parents to ensure children's safety. For example, she has sought consent to seek emergency medical treatment or advice for each child. The childminder reflects on her practice and has made a commitment to continuous professional development. Since the last inspection she has achieved a Level 3 National Vocational Qualification in children's play, learning and development. She has also made use of courses offered in the local community, such as courses on healthy eating, personal hygiene and road safety, which have helped her to implement new practices with the children. She uses the Ofsted self-evaluation form to appraise her service and regularly reflects on how she operates her setting. Recently she has had major works carried out on the back garden ensuring that children have more space to play in. Parents are made aware that they can discuss any concerns with her and this has resulted in her amending the time that children arrive in the morning.

The childminder demonstrates a genuine commitment to inclusion. She works closely with parents from the start to ensure that she is aware of and able to support children's individual needs. They are kept regularly updated on their child's time at the provision through discussion when they collect their child. Their child's development record is available for them to look at, at any time. However, they have not been encouraged to contribute their observations of their child's development at home to give a full picture. Parents left feedback for the inspection stating that they are very positive about the standard of care and learning that their child receives. Some systems have been put in place for the childminder to exchange care information with other settings that children attend. However, learning and development information is not exchanged to promote continuity of children's learning and development.

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

The childminder plans and organises the systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. The childminder has a good understanding of child development and the Early Years Foundation Stage, which is implemented well into her everyday practice. New children are offered settling in visits where

the childminder can get to know the child and family. This ensures a smooth transition from their home to her care. She discusses the child's needs, likes and dislikes with the parent and if they have any particular development needs. This information is recorded in an 'All about me' form. Regular observations are carried out of children's activities, which are supported by photographic evidence and kept in a development file. The childminder analyses what the child has done and notes the next step for their development. As a child reaches the end of the Early Years Foundation Stage she records a summative assessment which is a summary about the child's achievements.

Children freely explore the setting and have the security of a close relationship with the childminder. Their confidence and language skills develop as they begin to communicate in areas that interest them. For example, they name the toy animals as they play with them. Early writing skills develop as they make marks on paper with crayons and describe what they are doing, such as colouring in the wheels on a car. Numeracy skills are promoted as they learn about matching shapes and colours and play games, such as counting their steps. Outings into the local environment help them to comment and ask questions about where they live and the natural world. For example, they have been pond dipping and looked for frog spawn. They have grown some seeds, that they were able to choose and are watching and caring for them as they grow on the playroom window sill. Access to the back garden promotes their physical skills as they are able to run around, kick a ball and go on the slide. The good quality resources encourage children to develop their imaginative skills as they dress up in builders hats or use a toy stethoscope.

The childminder promotes healthy eating and provides appropriate types of food, taking account of children's dietary needs and preferences. Children enjoy a snack of chopped strawberries, grapes and bananas. As children get older they are encouraged to make their own sandwiches and they help to make pizzas with healthy toppings. Children's well-being is enhanced. They know what is expected of them through the clear boundaries that are set for them by the childminder. Rules are displayed on the playroom wall and she uses a traffic light system, which helps children to identify how well they are doing with their behaviour. Visits to various local community groups help children to learn how to join in, make friends and respect each other. Organisation of the home enables children to take safe risks as they become mobile and they learn to stay safe through the childminder's guidance. For example, evacuation of the home is practiced to develop their understanding of what to do in an emergency. Though no children currently attend with special educational needs and/or disabilities, the childminder demonstrates an understanding of how she would help them to learn and develop to their full ability.

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	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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