

Inspection report for early years provision

Unique reference number	EY265966
Inspection date	11/02/2011
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 2003. She lives with her husband and two children aged 12 and 10 years in the Layfield area of Yarm. She has a pet dog. The childminder's home is accessed by four steps. The whole of the ground floor of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7.30am to 6pm for 50 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. However, the childminder has a provision that she may care for one extra child totalling to four children in the early years age range on Monday, Tuesday and Wednesday from 8am until 6pm. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding seven children of whom five are in the early years age range. The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a friendly environment where effective systems are in place to ensure that all children are safeguarded, healthy and their welfare promoted. She provides children with a good range of activities which cover all areas of learning well and interacts effectively with them to support learning. As a result, children make good progress in their learning and development. Well-established relationships with parents ensure that the childminder is able to meet the individual needs of all children. However, procedures to work with other providers of the Early Years Foundation Stage are not fully established. Effective systems are in place to monitor and evaluate the childminder's practice, this helps to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to show how identified next steps in children's learning are used to inform future planning
- develop systems to promote effective communications between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision very well. She has attended safeguarding children training and as a result, has a good understanding of the signs and symptoms of abuse and procedures to follow should she have any concerns. Children are kept safe in the childminders care as she implements effective procedures, such as, daily checks of all areas, using stairgates and close supervision of children at all times. This is supported by detailed risk assessments to further support children's safety. The childminder holds a current first aid certificate and has permission from parents to seek emergency medical treatment, this ensures that she can respond quickly and appropriately to any accidents.

The childminder demonstrates a genuine commitment to inclusion. Effective procedures such as displaying numbers and words in different languages helps to ensure that children who speak more than one language feel valued and included at her setting. She works closely with parents from the start to ensure that she is aware of and able to support children's individual needs. A wide range of policies and procedures are shared with parents and important information such as the certificate of registration and public liability are clearly displayed for parents to see. This ensures that parents are well informed about the service she provides. The childminder keeps parents up-to-date about their child's care and learning through newsletters, verbal feedback and access to their child's learning and development file. Feedback from parents is gathered in the form of questionnaires, and parents speak very highly of the care she provides saying that she is 'excellent' and they are 'more than happy'. The childminder has begun to share verbal feedback with other providers of the Early Years Foundation Stage. However, systems to further share information in order to ensure continuity of learning for children have not been fully established.

The childminder implements effective procedures to ensure that her practice remains up-to-date, such as attending training and reading relevant childcare literature. She has made good use of the Ofsted self-evaluation form and is constantly reviewing her practice to make improvements. For example, introducing identity cards for children to carry on outings and cards for parents which include the childminder's contact details in case of an emergency. The childminder has addressed the recommendations raised at the previous inspection. This helps to promote outcomes for children and ensures continuous improvement. Space and resources are organised well at the childminder's home. For example, a dedicated play room provides colourful examples of the children's work and photographs. This helps children to develop a sense of belonging and promotes their self-esteem. A good range of age appropriate resources are stored at children's height in clear boxes. This allows children to make independent choices about their learning and play.

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

The childminder demonstrates a secure understanding of the Early Years Foundation Stage. Children are clearly happy and settled and relate well to the childminder's warm and caring nature. She uses a very positive and consistent approach to managing behaviour. As a result, children behave well and learn the importance of clear boundaries and good manners. The childminder interacts well with the children to extend their learning, for example, she asks them 'how long is it?' and 'how big is it?' as they explore play dough. Problem solving and counting are introduced through planned activities, such as playing games, jigsaws and everyday activities such as counting how many bananas they have for a snack. Children's communication skills are developing well and the childminder chats constantly to them, for example, encouraging them to identify dinosaurs and talking about what letters their names start with. A good range of easily accessible pencils, paper and crayons helps children to begin basic mark making. They are beginning to develop skills for the future as they use the computer to look at children's websites and take photos with digital cameras. The childminder supports children's awareness of diversity by introducing resources which reflect positive images of race and different cultures along with planned activities, such as celebrating the Chinese New Year. Children have very good opportunities to learn about the natural world. They go on a wide range of trips such as to 'butterfly world' and 'petting farms'.

Children are making good progress in their learning and development. The childminder plans a wide range of activities which ensure that all areas of learning are covered well. She has introduced individual files for the children which include photographs and observations of the children's learning along with their next steps in learning. However, although the childminder has plans in place for each child it is not clear how the identified next steps have been used to inform these. Nevertheless, the childminder clearly knows the children very well, which means that the impact on their learning is minimal.

Children's good health and wellbeing are successfully promoted, as the childminder implements effective routines and procedures. For example, washing hands before snacks and talking to the children about the importance of putting their hands over their mouth when they cough. Meals are provided by parents, however, the childminder understands the importance of helping children to learn about healthy foods. This is done through planned activities such as going to the supermarket to choose new fruits to try. Regular opportunities for physical exercise, such as walking to the park to feed the ducks and attending local toddler groups further supports children's good health. Children have good opportunities to learn about how to keep themselves safe on outings and in the home. For example, they practice road safety and regular fire drills. The childminder provides children with a secure environment. They confidently approach her for cuddles and tickles and are happy and settled in her 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	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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