

Inspection report for early years provision

Unique reference number	EY270135
Inspection date	17/03/2011
Inspector	Pauline Pinnegar
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 daughter aged 13 years in the Roseworth area of Stockton-on-Tees. The whole of the ground floor and the first floor bathroom is used for childminding. There is an enclosed garden for outside play. The childminder cares for children on weekdays from 7am to 5.30pm for 49 weeks of the year. The family has a pet dog.

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 range. She currently has three children on roll who are in the early years range. The childminder also offers care to children aged over five years to 11 years and currently there are three children on roll in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She escorts children to and from the local school and nursery attends several community groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a very warm and friendly environment for all children and their families. She implements suitable procedures to gather information from parents in order to meet children's individual needs and create an inclusive environment. Appropriate use is made of the space to enable children to move around safely and to access a suitable range of age appropriate resources, and this is combined with a suitable range of activities covering most areas of learning. This is conducive to children making appropriate progress towards the early learning goals. Most documentation required to promote the safe and effective management of the setting is in place. Systems for observations and assessments are developing and procedures for self-evaluation are currently in the very early stages and as yet, are not sufficiently robust to promote reflective practice and identify priorities for development.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident for all areas of the premises

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

- further develop the procedures to involve parents as part of the ongoing observation and assessment process, and for them to contribute to children's learning and development record
- further develop the procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children and promote continuous improvement
- support children to develop the knowledge, skills and understanding that help them make sense of the world, particularly in relation to their natural environment and other peoples' cultures
- develop further systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities in order to plan for the individual child
- update the record of risk assessment to include any assessments of risks for outings and trips

The effectiveness of leadership and management of the early years provision

The effective policies and procedures work in practice to safeguard children and promote their health and well-being. 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 has a sound understanding of child protection issues and confidently describes appropriate procedures to follow, should she have concerns for children's welfare. She has also completed safeguarding training to ensure she remains updated with the latest procedures. A written statement is in place, which includes all relevant details and informs parents of her procedures and responsibility to keep children safe. Household members are appropriately vetted and children are supervised well to maintain their safety. Most documentation required to promote the effective management of the setting is in place, for example, children's details, records of attendance and dietary needs. Risk assessments are conducted for the home both indoors and outdoors, to reduce the potential for accidents with a written record maintained. However, the written record does not include all the required detail for all areas of the premises which is a legal requirement. The childminder thoroughly risk assesses all outings, but the written record does not reflect this.

A welcoming environment is created, children are able to play, rest and eat in comfortable surroundings. Equality and diversity are suitably promoted. For example, all children are encouraged to try out the full range of available activities and play equipment. The childminder provides a service that is inclusive for all children and their families. She also finds out about each child's background, to enable her understand what is important to the child and their family and how to ensure any particular needs are met. However, resources and activities which promote positive images of diversity and differences are not effectively planned for. The indoor and outdoor environments are well resourced. All children have easy access to a range of good quality toys and resources. This encourages them

to make choices and contributes in helping them make progress in relation to their starting points. The childminder is beginning to evaluate the learning and development opportunities she offers. She gains verbal feedback from parents and other childminders to broaden her view of the service provided. All the required training has been attended. She is starting to monitor the effectiveness of her provision through using the Ofsted self-evaluation form. The childminder has satisfactorily addressed the recommendations raised at the previous inspection improving outcomes for children. However, she has not developed effective procedures to further monitor and evaluate her provision to ensure continuous improvement.

The childminder is developing effective relationships with parents. She speaks to them daily about the activities their children have enjoyed. Parents also receive written information regarding policies and procedures when children first attend. Thereafter, daily discussions and written communication diaries keep parents and the childminder fully informed of the children's recent experiences. Although parents have access to children's learning and development records, they are not involved in contributing to these records to assist in effective planning for children. Parents have positive views of the childminder and the service she provides. They describe the childminder as 'friendly and approachable' and 'she provides an excellent service that caters for children's individual needs'. The childminder understands the need to build links with other practitioners, where a child receives education and care in more than one setting, to ensure continuity and cohesion. However, there are currently no children on roll who access other provisions.

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

Children are relaxed and content in the childminder's care as they are treated with warmth and kindness. The childminder demonstrates a suitable working knowledge of the Early Years Foundation Stage and how children learn and develop. She undertakes simple observations on the children, although it is not clear how these are always effectively used to support children's next steps, and are used to plan for individualised learning. Nevertheless, the childminder's skills and the flexible daily routines allow children to experience a suitable range of activities in the home and some within the local community, to support steady progress in their development. The childminder plans and implements a variety of activities that engage children and help them to gain the skills that they will need in future life. They go on regular outings to toddler community groups and these help to promote their social skills and broaden their range of experiences. They learn to share and take turns in their play and regularly mix with other adults and children.

The childminder acts as a positive role model and is calm and caring. Affection is readily given and children receive plenty of acknowledgement and praise for their good behaviour, effort and achievement. The childminder listens to what children have to say and thoughtfully extends their learning through asking questions and showing interest in their responses. For example, when playing with the cars and the garage she asks children about the different sizes of the cars and how they will fit into the space available. Consequently, children interact well and display good

levels of self-esteem. Children are beginning to count as they build towers with the bricks, sorting into different colours and fit together pieces of simple jigsaws. This also promotes their early problem solving skills. Children enjoy exploring their senses with a range of media, including paint, dough and collage. They use their imagination well as they play with small world toys and have great fun pretending to vacuum with the toy cleaner. Children explore sounds and music with a range of musical instruments with the current favourites being the drum and the piano. The variety of toys provided, assists young children in developing skills for the future. Children explore early technology, accessing a suitable range of 'cause and effect' toys and delight as they press buttons and await the response. However, opportunities for children to understand and help them make sense of the world, particularly in relation to their natural environment are less well planned for.

Children's good health is suitably promoted; the home is clean and well maintained and the childminder follows good hygiene practice when changing nappies. Children have individual towels to dry their hands and wipes are used to clean hands prior to eating. This helps prevent the spread of germs and illness. The childminder ensures children are well nourished and hydrated by offering healthy meals, snacks and drinks. She works closely with parents to ensure that dietary needs are accommodated. Children are active or restful through choice and sleep in line with their individual needs and parents' wishes. Their physical skills are suitably promoted as they enjoy regular opportunities to play outdoors and engage in activities that help to develop their strength, balance, coordination and self confidence at the local parks and soft play facilities within the local community. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. They are kept safe on outings as they learn road safety procedures and understand simple rules about road safety. Routines, such as, tidying away toys from the floor, walking sensibly on the stairs, and taking part in regular fire drills, encourage children to take responsibility for their own safety.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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