

Inspection report for early years provision

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Inspection date	17/10/2011
Inspector	Vivienne Dempsey
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 2004. She lives with her husband and children aged 23 and 11 years in Saltburn. The whole of the ground floor and upstairs bathroom of the property is used for childminding. The childminder is able to take and collect children from local schools and pre-schools.

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 age range. There are currently, three children attending, who are within the Early Years Foundation Stage, who attend part time. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The family have a pet snake. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a warm and friendly welcome to all children and their families. Children's individual care needs are well met. However, systems to observe and assess children's learning and development are not robust and do not track children's progress towards the early learning goals. The childminder has developed strong links with parents to ensure continuity of care and to keep them informed of their children's daily activities, development and progress. She recognises the value of continuous improvement. For example, she attends some training to develop her knowledge and skills and works closely with other childminders to help develop the service they provide, whilst promoting most outcomes for children. However, systems to highlight the settings strengths and areas for improvement are not fully developed.

What steps need to be taken to improve provision further?

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

- develop systems to undertake sensitive observational assessment in order to plan to meet young children's needs and track their progress towards the early learning goals (Organisation) 14/11/2011
- maintain a record of risk assessments, clearly stating when it was carried out, by whom, date of review and any action taken.(Documentation) 14/11/2011

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

- record details of evacuation drills, any problems encountered and how they

- were resolved
- further develop systems for self-evaluation to fully drive continuous improvement and promote outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and has a sound understanding of safeguarding issues and procedures. She knows who to contact with any concerns and a written safeguarding procedure is in place and shared with parents. All of which, helps to protect children's welfare. Children are able to move around the home safely and freely as daily visual checks are completed of the home. Socket covers, a fire guard and stair gates are in place to help protect children's safety. However, a record of risk assessments, by whom and when they have been checked is not maintained. A Clearly defined procedure for the emergency evacuation of the premises is in place. Appropriate, fire detection and control equipment are readily available. For example, smoke detectors and a fire blanket are in place. Regular evacuation drills are carried out, however, details of these or of any problems encountered are not recorded.

The broad range of resources and appropriate low level storage stimulates children's overall interest in learning. Children are able to explore confidently using good quality resources appropriate to their age and stage of development. Positive relationships with parents help to ensure children's individual care needs are met. Information is shared regularly through discussions at arrival and collection times. Phone calls, text messages and e-mails also keep parents informed of children's day and activities they have been involved in. Parents state that the childminder 'is professional and efficient, she is bright and enthusiastic and this attitude has undoubtedly contributed to my son's happy nature and ongoing development'. The childminder has also developed strong links with the local nursery and shares a good range of information with other practitioners to ensure continuity and coherence. The childminder does not currently care for children who have special educational needs and/or disabilities. However, she has a good understanding of systems she needs to have in place to ensure children's individual needs are met. A good range of resources are in place to develop children understanding of differences, such as, good quality jigsaws and books, they also celebrate a range of festivals from around the world, such as, Chinese New Year.

The childminder is keen to develop the service she provides and has some plans in place to develop her knowledge and skills, such as, working with other childminders. However, formal systems for self-evaluation are not in place and therefore, all areas for development are not clearly highlighted. This does not fully drive continuous improvement or promote outcomes for children.

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

Children enjoy their time with the childminder and are eager to participate in the variety of activities provided. They are happy and settled and are observed to have a good relationship with the childminder, her family and peers. The childminder knows children well and she provides a good range of resources to help support children's progress. However, systems for sensitive observational assessment are not in place and children's progress towards the early learning goals is not clear.

Children have access to a wide range of resources to develop their awareness of information and communication technology. For example, they enjoy moving the spider to play nursery rhymes and children confidently join in with the actions. This helps to develop their skills for the future very well. Effective use of the local area gives children a breadth of opportunities. For example, they regularly visit the local woods and enjoy collecting leaves, twigs and seeds, which helps to develop their awareness of the different seasons, enabling them to explore the natural world. Children enjoy a variety of craft activities and enjoy making masks, pumpkins and painting. This helps to develop their imagination, as well as, developing their early mark making skills. The childminder encourages children to listen to stories and they regularly visit the local library to develop their love of books. Children count the stairs up to the bathroom and play number snap, which helps to develop their early numeracy skills.

Children take part in regular fire drills and have also visited the local fire station. They had great fun trying on the fire fighters uniform and sitting in the fire appliances. The childminder talks to children about road safety when on outings and encourages children to stop, look and listen before crossing the roads. This helps to develop children's understanding of safe practices. Children engage in a good range of physical activities both indoors and out. They enjoy dancing and doing the actions to familiar songs and rhymes and regularly visit local parks and play areas. They learn about good hygiene routines as they wash their hands before meals and snacks and after using the bathroom. Drinks are freely available, which helps to keep children hydrated at all times. The childminder provides a healthy range of meals and snacks and children enjoy a range of fruits with their lunch. Clear records are kept of accidents and medication and these are shared with parents. Children do not attend if they are sick which enables the childminder to protect others from illness. The childminder can respond appropriately if children have an accident as she is trained to administer first aid.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	3
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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	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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