

Inspection report for early years provision

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Inspection date	03/11/2010
Inspector	Janet Fairhurst
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 2004. She lives with her partner and 16 year old child in the Ormesby area of Middlesbrough. The home is close to the local school and shops. Children have access to the play room and sitting room on the ground floor. There is a fully enclosed decking and garden area for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children all of whom are in the early year's age group. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends the local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe and content in the childminder's welcoming and relaxed home. All children make good progress in their learning and development as the childminder has well-developed knowledge of each child's needs to make sure that, overall, their welfare and learning is successfully promoted. The childminder demonstrates a positive attitude to providing an inclusive environment. Systems for monitoring and evaluating the provision, to identify priorities for development, are being established to continue to improve the quality of the provision.

What steps need to be taken to improve provision further?

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

- develop partnership working further to provide opportunities for parents to share their children's achievements from home and add comments to their progress records
- consider how to establish a whole setting approach to self-evaluation by involving the parents in this process.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of safeguarding issues and understands the procedures to follow if she is concerned about child abuse. This helps to ensure children remain protected in her care. She has devised comprehensive policies and procedures and has all the required records in place to support children's needs efficiently. The childminder maintains a detailed risk assessment which helps to ensure that children are safe within the home and outdoors. Children have access to a good range of appropriate toys and

equipment which are well presented and enable the children to access them easily.

Children develop a good sense of belonging because the childminder knows them well and ensures they are all valued and included. It is evident that children have built good relationships with the childminder who responds sensitively to them and respects their individual personalities. All children have equal access to toys and equipment that meet their individual needs so they can become confident and independent. The childminder has no children on roll with special educational needs and/or disabilities; however, she demonstrates a positive attitude towards working with parents to ensure that all children are included at the setting.

The childminder works closely with parents to provide individual care required to promote children's welfare and development. Good quality information is shared with parents, regarding the childminder's service. This ensures that all parties are aware of the expectations and this provides consistency for children. A daily diary and discussions at either end of the day ensure that all relevant information is passed on. Parents are made aware that their children's learning files are available to them at any time. However, the opportunity for parents to make comments and other contributions to their children's ongoing learning is not yet sufficiently promoted. Parents provide written statements about the quality of the provision and comment positively on their satisfaction with the service provided. There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a suitable understanding of the benefits of sharing relevant information with other practitioners to ensure continuity of learning and care.

The childminder recognises the value of reviewing the learning and development opportunities she offers. She carries out informal evaluations, reflecting on how the day has gone and how successful the activities have been. The childminder identifies her strengths in the environment she provides for children and their families, as well as the wide range of experiences she provides. However, feedback from parents is not actively sought to give her a broader view of the service she provides. The recommendation raised at the previous inspection has been effectively addressed. This demonstrates the commitment of the childminder and her ability to continuously improve.

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

The childminder organises her setting well. She knows the children's individual likes and interests, and ensures resources are readily available for their arrival. They are happy and settled with her and clearly have developed close relationships. The childminder demonstrates a very kind and caring manner which supports children's emotional well-being. Children benefit from the good interactions with the childminder, who has a good rapport with them and a gentle approach. She spends her time interacting positively with children, showing much enthusiasm in what they say and do which supports their self-esteem and confidence.

The childminder has a good understanding of child development and is growing in confidence with regards to delivering the learning requirements of the Early Years Foundation Stage. She is developing useful individual progress books for the children, which include narrative observations, photographs and samples of children's creative work. The childminder plans a good range of interesting and worthwhile activities for the children in the home and wider community. She provides a balance of adult-led and freely chosen activities that are adapted to ensure all children are included.

Children enjoy their role play and use resources including the play kitchen to enhance their imagination. They eagerly participate in activities which enable them to develop their mark-making skills and creativity through the use of various tools and mediums, such as painting, drawing, gluing and play dough. Children enjoy outdoor play, riding wheeled toys or playing in the play house. The childminder joins in with the children's play and asks them enquiring, understandable questions to encourage them to think. She talks to the children about what they are doing, encouraging children's developing use of language and their early words. They thoroughly enjoy listening to stories, paying close attention as the childminder talks to them about the pictures in the book. The childminder uses play experiences, that children initiate, well to encourage them to think critically and solve problems. For example, when completing a puzzle she encourages the children to manoeuvre the pieces around so they slot together correctly. The children beam with delight after completing the puzzle. During this activity the childminder takes opportunities to encourage the children to count and draws attention to the colours and shapes. Children have access to and operate push-button interactive toys, quickly working out the functions of each of the buttons. Children benefit from learning and play opportunities outside and through outings. These trips include visits to the museum where they take part in treasure trails and their weekly visit to the toddler group and local park. Children gain skills for the future and their emotional development is promoted as they learn to play together, developing secure relationships with each other and the childminder. Ongoing explanations from the childminder help young children to understand about sharing and being kind to each other, thus developing their understanding of appropriate behaviour. Children's enthusiasm and self-esteem grow as they are praised by the childminder for their efforts and achievements no matter how small.

A commitment to the provision of home-cooked nutritious snacks and meals combined with daily opportunities for outdoor activities encourage children to develop healthy lifestyle habits. Children learn about fruit and vegetables as they help to sow the seeds and collect grown produce from the garden. The childminder introduces children to concepts such as protecting the planet, as they use the water collected in the water butt to feed their growing plants. The children are well cared for in the event of an accident and there are effective procedures in place to protect them from infection. Their health is further protected because of the effective procedures to ensure that sick children are excluded or collected as soon as possible. Children are cared for in a safe and secure environment, where they can move around freely and independently under the childminder's close supervision. Fire safety precautions such as a fire blanket and smoke alarms are in place and the childminder has carefully considered how she would escape in an

emergency. This is practised with children, ensuring that they know what to do in an emergency.

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	3

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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