

Inspection report for early years provision

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Inspection date	18/07/2012
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 2007. She lives with her three children, twins aged 10 years and a four year old, in the Ormesby area of Middlesbrough. The whole of the ground floor is used for childminding. There is an enclosed garden to the rear of the property available for outdoor play. The childminder is able to take and collect children from local schools and pre-schools. The family has pet guinea pigs and birds.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently four children attending within the Early Years Foundation Stage, who attend on a part-time and full-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality and interests are respected and nurtured by the childminder which ensures they are valued and fully included. The childminder has a successful and natural rapport with children and provides a wide range of activities which cover all areas of learning. This enables children to make good progress in their learning and development. Systems for observations and assessments are mostly effective and the childminder has good procedures to work with parents and other early years providers. There are effective procedures to evaluate the care and education provided, including all of the required documentation, which ensures that continual improvements are made.

What steps need to be taken to improve provision further?

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

- develop further the systems for parents to contribute to children's learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder implements a comprehensive range of policies and procedures, which enhances all aspects of children's welfare. She has a clear knowledge and understanding of safeguarding procedures which helps protect children from harm and neglect. All required documentation for the effective running of the setting is available and is well organised. Effective vetting procedures are in place to ensure that adults in the household are suitable to be in contact with the children. A wide

range of safety precautions are in place within the childminder's home. Daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised indoors, outdoors and for all outings.

Equality and diversity is effectively promoted. For example, children are encouraged to try out the full range of available activities and play equipment. A good range of resources are available which depict positive images of diversity, for example dolls, books and small world toys. This is extended into activity planning to enable children to fully explore differences in a diverse society. Space within the childminder's home is well organised to provide children with a very homely welcoming environment where they can learn, relax and have fun. A varied range of very good quality resources are available to children. Systems for self-evaluation are effective, with the childminder being able to identify her strengths and weaknesses well. She is passionate about the children in her care and gains feedback from parents, children and her local authority, to give her an optimal view of the service she provides. The childminder shows a commitment to improving her provision and has fully addressed the recommendations from her last inspection. This has improved outcomes for children.

The childminder has built good relationships with parents. They are provided with good quality information about the setting. Each parent receives a written handbook with all policies and procedures and completes an 'all about me' booklet for their child, which is updated regularly. The childminder liaises very closely with parents on a daily basis verbally and also through the use of written communication books. Parents regularly review children's progress records but systems for parents to actively contribute to the observation and assessment records are not fully embedded in order to further assist planning. Parents have positive views of the childminder and the service she provides. They report 'the childminder provides an excellent service and we value her greatly' and 'the childminder provides a fun packed day full of activities in the happy positive environment'. Children also attend other settings providing the Early Years Foundation Stage, such as nurseries, and the childminder effectively shares information with them for continuity in children's learning and development.

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

The childminder is committed to the care and education of children and implements effective methods using routine activities to fully promote their learning. This means that children are making good progress towards the early learning goals. Children relish their time with the childminder and the many skills they need in future life are being successfully developed. The childminder's clear knowledge of individual children fosters a firm feeling of trust and security. Consistent encouragement ensures children are developing a good knowledge of what is right and wrong. Children are inquisitive and inspired to explore the natural world as they plant and nurture seeds. They have fun filling the small watering cans with water and watching the flowers flourish. They love to investigate mini beasts and bugs with magnifying glasses. Ample opportunities are provided for children to use information and communication technology to support their

learning as they investigate computers, telephones, cameras and 'cause and effect' toys. Planning is based on thorough and accurate observations. The childminder clearly identifies the next steps in children's development and has systems to record this.

Children learn to develop an appreciation of the written word from early age as the childminder reads stories and talks to children, helping to improve their vocabulary. A wide selection of books is available for children to enjoy and this is complimented with trips to the local library. Children also love to use the 'story sacks' which they have helped to create for use in the setting. Children explore mark making with paint, chalks and painting with water and brushes outdoors. They have opportunities to develop hand-writing skills as they practise writing their name and explore letters and sounds using 'jolly phonics'. Children gain an awareness of shape, and their problem solving and reasoning skills are nurtured, as they explore different shape sorting, matching and sequencing activities. They enjoy arts and crafts activities where they develop good fine motor skills. Children become absorbed in activities and concentrate well when playing together in the garden with the bubble machine. They have great fun painting and decorating clay gnomes, declaring 'my gnome is called Isobel' and 'my gnome is called Maisie'. Children visit the local Surestart centres where they have opportunities to socialise with other groups of children and take part in many fun activities. For example 'around the world day' and 'fun with food'. Children use their imagination well in role play and love to sing and dance to music.

Children's knowledge about personal safety is encouraged by gentle reminders from the childminder to pick up the toys so they do not trip, road safety activities and regular fire drill practices. Children also visit venues to see the local police dogs and horses and discuss emergency services. This positively contributes to children developing a sense of danger and how to keep themselves safe. Children are cared for in a comfortable environment, where they develop an understanding of good hygiene and personal care. This is further promoted through appropriate discussions, for instance when children are washing their hands before eating. Children's well-being is enhanced through effectively planned opportunities for large physical play, either outdoors or with visits to local amenities, including lots of nature walks and trips to various local parks. Children are encouraged to enjoy healthy snacks, including fresh fruit, and meals are varied and nutritious. Their understanding of healthy eating is further promoted as they help prepare the food. For example, when making pizza with a range of healthy toppings.

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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