

Inspection report for early years provision

Unique reference number	EY352865
Inspection date	17/02/2011
Inspector	Lindsey Pollock
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 has been registered since July 2007. She lives with her husband and their daughter aged 11 years in Catterick Garrison. The whole of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with assistants. When working alone she is registered to care for a maximum of six children aged under eight years, of whom no more than three may be in the early years age group. When working with assistants this number increases. There are currently four children on roll in this age group. The childminder also offers care to older children. She cares for children Monday to Friday, all year round and is also registered to provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, well cared for and making good progress in their learning and development. They form close relationships with the childminder and her assistants. All children are included and their individual needs and interests respected because the childminder works well with parents. The childminder is committed to developing the quality of her childminding service. She reviews her practice to identify areas for further improvement and implements changes to enhance the children's care and experiences.

What steps need to be taken to improve provision further?

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

- further develop systems for observation and assessments so children's progress can be continually tracked and this information used to inform future planning
- develop the use self-evaluation processes to help identify areas for improvement
- establish effective links with other providers to ensure progression and continuity of care and education.

The effectiveness of leadership and management of the early years provision

Safeguarding training has been completed by the childminder and her assistants to enhance their knowledge of how to protect children. The childminder fully recognises her responsibility for protecting children. Checks have been completed on all household members and assistants to ensure they are suitable to be in

regular contact with children. Anyone who has not been checked is never left alone with the children. Regular risk assessments are undertaken and there is appropriate safety equipment in place. Well organised documentation, including children's records, attendance and accident records and written permissions are in place to further safeguard children.

The childminder demonstrates a good capacity to continually improve her practice. Since her last inspection she has completed a level three qualification in childcare, as well as attending several workshops and training sessions. She evaluates her practice through constant monitoring of activities and by seeking parents' views through regular questionnaires and daily discussion. As yet she is not fully using self-evaluation forms to help her identify and prioritise areas for improvement. The home is used effectively to provide ample space for children to move around freely and engage in range of activities. A well-resourced playroom is arranged to allow children to select toys and activities independently. Toys and equipment are of good quality and are kept in a clean, safe condition.

There is an effective partnership between parents and the childminder and they exchange information frequently to promote continuity in children's care. Parents are well informed about their child's progress through daily diaries and discussion. They have ready access to copies of the childminder's policies and procedures and appropriate written agreements are in place to help the childminder respect their wishes for their child. Parents speak highly of the provision including comments such as 'my child couldn't be happier' and 'we can clearly see that our child's learning needs are constantly being met'. Although the childminder is aware of the requirement to establish links with other providers to ensure progression and continuity of care and education, she has not yet fully established these partnerships.

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

The childminder is motivated and enthusiastic about her work with children. She has a secure understanding of how children learn and of how to promote this. The children are very settled and relaxed with the childminder and her assistants and readily go to them to play and for comfort. Interaction between adults and children is good, with the childminder and assistants engaging well in play to support learning. The childminder knows the children very well and makes sensitive observations in order to plan to meet individual needs. However, as yet she is not effectively recording these to help her fully track children's progress and to help with identifying the next steps for their development.

Children are becoming confident communicators. Some children have made very good progress with their speech since attending the childminding setting and parents are delighted about this. Although very young, children are beginning to learn about the importance of sharing and they play happily alongside and with the other children. They help to tidy up, for example by putting cars back into the box when they have finished playing with them, and sit happily at the table for snacks.

They love looking at books and snuggle up to the childminder and the assistants to read them together. There are many opportunities for children develop skills for writing as they play with resources such as pens, pencils and chalk and 'paint' the pebbles with water during outdoor play. The childminder supports their understanding of numbers through everyday activities such as counting the number of grapes they have at snacktime and counting the cars as they play. Children have lots of daily opportunities for sensory exploration and mess making with materials such as paint, glue, dough, sand and water. They engage in imaginative play and role play based on first hand experiences, putting their dolls to bed and 'ironing' clothes in the home corner. Access to equipment at the setting and at local parks gives them good opportunities for their physical development. Children move around the setting with increasing control and coordination, for example, babies negotiate the small step between rooms easily as they crawl around. They have access to a range of resources which reflect the diversity of the world in which they live. This raises their awareness of differences and of their own and other cultures.

Good standards of cleanliness and hygiene are maintained throughout all areas. Children are becoming increasingly aware of when it is appropriate to wash their hands. As they get older they are beginning to do this independently with little prompting. Snacks and meals are healthy and nutritious and children enjoy lots of fresh fruit, vegetables, meat and fish. They occasionally help to buy fruit for snack which helps to raise their awareness of what foods are good for them. The childminder and her assistants have all completed first aid training. All children show a strong sense of security and feel safe within the setting. They follow established rules for behaviour, for example sitting down when eating, and although still very young, have an increasing understanding of road 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?	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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