

Inspection report for early years provision

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Inspection date	29/02/2012
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 2007. She lives with her husband and children aged six years and seven months in Coulby Newham area of Middlesbrough. The whole of the ground floor, some upstairs bedrooms and bathroom of the property are used for childminding. There is a fully enclosed garden available for outside play. 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 four children under eight years at any one time, of whom no more than two may be in the early years age range. 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 rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in the childminder's care. The childminder has developed systems to observe children's progress and development. She keeps parents informed about what their children are doing and obtains information about their needs and routines. Summative assessment sheets are in place and show how children progress through the broad phases of development towards the early learning goals. The childminder works closely with the local authority advisors and attends relevant training to develop her knowledge and skills. She is also keen to develop the service she provides and systems are in place to highlight areas for improvement. Although, children are not fully involved in the self-evaluation process.

What steps need to be taken to improve provision further?

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

- develop further systems to provide opportunities for children to be involved in the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear and detailed policy which explains her responsibilities. She has completed safeguarding training and has a good understanding of the procedures to follow if she has any concerns. She has all the necessary information to be able to take the appropriate action if necessary. Children are cared for in a safe and secure environment. Risk assessments have been completed for the home, garden and outings. The childminder conducts daily checks to ensure that

the environment is safe for children. Records are well maintained and protect the welfare of children very well. For example, attendance, medication and accident records are accurate and parents sign to acknowledge entry, keeping them informed at all times. A wide range of policies and procedures are in place and these are shared with parents and regular reviewed.

The childminder has robust systems in place to ensure children's individual needs are well met. Procedures to work with other agencies to ensure children receive the support they need are in place. The childminder has a wide range of resources and activities available to promote children's awareness of equality and diversity, which helps to promote children's awareness of other cultures and differences. The childminder provides a designated playroom where a very good range of interesting resources are freely available to all children. This gives them choices about what they do. This helps to develop their confidence and self-esteem within the setting. Resources are of high quality and appropriate to children's stage of development and interests. This helps to promote their learning and development very well.

The childminder works closely with other childminders and has future plans to attend relevant training to develop her knowledge and skills. Systems for self-evaluation are being developed to drive future improvement and the Ofsted self-evaluation form is used to highlight strengths and weaknesses. This ensures outcomes for children are promoted well. However, systems to involve children in the self-evaluation process are not fully developed. The childminder has developed positive relationships with parents. There is a regular exchange of information, keeping them well informed of how well their children are achieving, their well-being and development. For example, observations of children's learning are shared with parents, keeping them informed of their child's development. Daily diaries are also provided for parents informing them of their children's daily routines, activities they have been involved in and food they have eaten. Parents comment that they 'couldn't ask for a better person she's lovely and children enjoy coming'. The childminder has started to develop links with the local schools and nurseries. She demonstrates a good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence.

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

The childminder provides a calm and caring environment in which all children feel at home and confident. She has a good understanding of the Early Years Foundation Stage, which enables children to make good progress. Systems for observations and assessment show children's progress in their learning and development. The childminder knows the children very well and plans a stimulating and interesting learning environment to meet children's needs and interests. Next steps are highlighted and linked to planning, which promotes children's learning very well. Good relationships have been developed between children, the childminder, their peers and her family. Children play well together and talk about taking turns and sharing.

Children are well-behaved, this is encouraged by the childminder who is a positive role model and creates a calm and positive environment by listening to and praising the children. The childminder confidently talks about children's interests and favourite toys. For example, children are interested in trains and the childminder helps the child to build train tracks so they can move their favourite trains around the track. Children count how many trains they have, how long the trains are and if they are big or small, which helps to develop their number language. Children enjoy celebrating a range of festivals. The childminder provides a range of resources and activities to promote children's understanding of other cultures. For example, dressing-up costumes, food tasting and role play resources, such as, chop sticks and sushi which are available in the home corner. Posters and children's art work of Chinese lanterns, flags and dragons are clearly displayed. Children enjoy manipulating dough and rolling, squeezing and using cutters to make a variety of shapes. They talk about rolling small pieces to make eyes for the bear they have made and talk confidently to the childminder about the colours they are using. A wide range of mark making resources and books are available, which, helps to promote children's early communication, language and literacy skills.

Warm and caring relationships with the childminder help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines, such as, practising the fire evacuation procedures. The childminder talks to children about safety when crossing roads and ensures they 'stop, look and listen' before crossing the road. Good hygiene practices across the provision help to minimise the risk of spreading infection. For example, children have their own hand towel to dry their hands. The childminder ensures the premises are clean and well-maintained. Children learn the importance of good personal hygiene habits, such as washing their hands before snacks and meals. Fresh drinking water is freely available during the day and healthy snacks and fresh home made meals are also provided. This helps promote children's understanding of healthy foods, whilst helping to keep them hydrated and nourished. Children regularly visit local parks and play areas, which, helps develop their physical skills.

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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