

Inspection report for early years provision

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Inspection date	06/05/2010
Inspector	Elaine Marie McDonnell
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 November 2009 but has also been a registered childminder in the past. She lives with her husband and their two children, who are aged 10 and 16 years old, in the Netherfields area of Middlesbrough. Minded children have the use of the whole ground floor of the house plus the enclosed rear garden for outdoor play. The home is close to local amenities, such as schools, shops, a library and toddler groups. The family have a dog, which minded children have supervised access to.

The childminder is included on the Early Years Register and is also on the voluntary and compulsory parts of the Childcare Register. She may care for up to six children aged under eight years at any one time. There is currently one child on roll, aged 14 months, who is cared for five mornings a week. The childminder has a National Vocational Qualification at level 3 in Children's Care, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A very warm, welcoming and inclusive setting is provided for children. They have good access to varied range of interesting and stimulating resources and activities to effectively promote most of the early learning goals. Children are happy and settled and are making good progress in their learning and development. The childminder has a very positive attitude towards personal development and continues to attend different training courses. There is currently no effective procedure in place for the childminder to evaluate her provision, however, some areas for future development have been identified, and the childminder maintains the capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- implement an effective procedure of self-evaluation to support the continuous improvement of the provision
- support and encourage babies' drive to stand and walk, for example, by providing some resources which promote walking skills.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder demonstrates good knowledge and understanding of child-protection issues and comprehensive safeguarding procedures are in place. Thorough risk assessments have been conducted for the home and garden and all relevant steps have been taken to

ensure a safe and secure environment for children.

The environment is very warm and welcoming. There is a varied range of age-appropriate toys and activities readily available and easily accessible for children in the living room. Creative activities are presented in the dining area of the kitchen and there is a range of large physical play equipment available in the rear garden. However, babies have limited access to resources which promote standing and walking skills.

The childminder has a positive attitude towards equality and diversity and ensures that all children are respected and treated with equal concern. There are currently no children with any special educational needs and/or disabilities attending the setting, however, the childminder has a positive attitude towards caring for children with additional needs or who speak English as a second language. Children have access to some resources which positively reflect other cultural backgrounds.

The childminder has a very positive attitude towards personal development. She has attended lots of appropriate training courses including: a local authority childminding course; paediatric first aid; level 2 award in food safety in catering; awareness of child abuse and neglect; certificate in Early Years Foundations Stage Practice and she also has a National Vocational Qualification at level 3 in Children's Care, Learning and Development.

There is currently no effective system of self-evaluation in place, however, the childminder has informally evaluated her provision and highlighted some areas for improvement, such as identifying suitable, age-appropriate activities to help raise children's awareness of the cultures and beliefs of others. The childminder also seeks parents' views and comments about the provision and has had positive feedback.

The childminder works well in partnership with parents and keeps them informed of their child's development and progress through regular discussions. Parents also have access to their child's 'learning journey' and to a detailed diary about their child's day. Information about individual children is sought from parents and is used as a basis for their individual care.

Parents receive good quality information about the provision in the form of a welcome pack. This includes lots of useful information about the childminder and her family, her qualifications, activities provided, daily routines, meals, hours of business and a copy of all of the policy and procedure documents. The childminder also demonstrates an understanding of the value of working in partnership with other professionals and organisations to meet children's individual learning needs.

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

The childminder observes children's development well and relates this to the early learning goals. Information gained is effectively used to plan 'focused activities', to

promote the next stages in children's learning. The childminder plans learning experiences for individual children and is aware of their individual capabilities and of what they like to play with.

Children are making good progress in their learning and enjoy their time with the childminder. They are observed to be happy and settled and present themselves as feeling safe and secure in the setting. Babies are building relationships through gestures, such as going to the childminder for regular cuddles. The childminder demonstrates a good understanding of how to help children learn to keep themselves safe, such as beginning to learn about road safety when on outings.

The childminder also demonstrates a good knowledge and understanding of how to help children adopt a healthy lifestyle and learn about the benefits of this on their bodies. They are provided with very healthy, home-cooked meals and nutritious snacks. Children also have some opportunities for large physical play in the garden and in the home. The spread of infection is well managed. The home is kept clean and hygienic, and good hygiene and care procedures are in place for the family dog.

Children have a positive attitude towards learning, are keen to participate and show a lot of interest in the toys and activities available. They are well behaved. The childminder demonstrates a very calm and gentle manner and has a good understanding of how to manage behaviour effectively to promote a positive and friendly environment.

The childminder supports children's learning well by being involved in their play. Communication skills are well promoted with lots of talking and gestures, such as praising and encouraging children with clapping. They develop an interest in books and independently select books from an interesting range that are accessible for them. Children also have easy access to a varied range of toys that promote early problem-solving skills, such as shape sorters, building bricks and first-stage jigsaw puzzles.

Children have lots of space to crawl around freely and safely, promoting some of their large physical skills. They also have very good access to lots of activity and investigation toys that require hand-and-eye coordination and smaller physical skills, such as pop-up toys and musical instruments. Children participate in drawing and chalking activities plus sensory experiences, such as playing with shaving foam, finger paints and cornflower.

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	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
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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