

Inspection report for early years provision

Unique reference number	EY405913
Inspection date	28/09/2010
Inspector	Elaine 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.

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 was registered in March 2010. She lives with her husband and their seven year old daughter in Marske-by-the-Sea, Redcar. The childminder's home is easily accessible. The whole of the ground floor of the house, plus the bathroom and smaller bedroom on the first floor are the main areas used for childminding purposes. There is also a garden to the side of the property, available for outdoor play. The garden to the rear is not accessible to children and this area is used by the family dog. The family has two cats and a dog, which minded children do not have access to.

The childminder is registered by Ofsted on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children aged under eight years at any one time, of whom no more than three may be in the early years age range. She may also care for children aged over eight years. All six children on roll at the moment are in the early years age group. The childminder provides care Monday to Wednesday between the hours of 8am and 6pm, all year round. She escorts two children to and from local nursery schools and attends different toddler groups on a weekly basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision is effective in meeting the individual needs of children and inclusion is appropriately promoted. Children are making satisfactory progress in their learning overall, with good progress being made in some areas. The childminder works in partnership with parents and other settings delivering the Early Years Foundation Stage. However, not all procedures have been shared with parents. The childminder has implemented some changes to her practice since registration, but there is currently no effective self-evaluation procedure in place to support the continuous improvement of the provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- provide information for parents relating to the procedures to be followed in the event of a child going missing(Safeguarding and promoting children's welfare).

26/10/2010

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

- ensure that risk assessments cover anything with which children may come into contact, such as visits to social groups
- assess children's progress towards the early learning goals and use information from assessments to effectively plan future learning and development

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder demonstrates a good knowledge and understanding of safeguarding issues and a comprehensive procedure is in place. All required documents and some good practice policies and procedures are available, however, the procedure to be followed in the event of a child going missing has not been shared with parents, which is a legal requirement.

The indoor and outdoor environment is very warm and welcoming for children and they have easy access to a good range of interesting and stimulating toys and activities. All children are included and involved and their individual needs are met. They have access to some basic resources that reflect wider society and some activities relating to other cultural backgrounds are planned for the near future, following settling-in activities.

The childminder has a positive attitude towards personal development and has attended all required training, such as first aid and child minding courses. She has also attended additional training since registration, for example, motivational maths which she uses to promote children's problem solving, reasoning and numeracy skills. There is currently no procedure in place for the childminder to effectively evaluate her provision, including the evaluation of children's learning, welfare and development. However, the effectiveness of some records have been assessed and updated since registration.

The childminder is establishing working partnerships with other providers delivering the Early Years Foundation Stage, for example, nursery schools. She receives useful information about current themes, so that children's learning is consistent and extended within her setting. The childminder works in partnership with parents. She receives good information about each child's preferences, routines and development, which is used as a basis for their individual care. Parents are kept well informed of their child's development and progress through regular discussions and access to observation and assessment records.

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

Children are very happy and settled in the childminder's care and present themselves as feeling safe and secure. Good steps have been taken to ensure a safe indoor and outdoor environment for children, including effective risk

assessments. However, risk assessments for all places that children visit, such as social groups, have not yet been conducted. Children are helped to learn about keeping themselves safe through daily routines, such as practising road safety procedures when walking to and from nursery. They are also involved in fire drills.

Children are supported to make satisfactory progress in most areas of learning. The childminder undertakes observations of individual children and relates this to the different areas of learning. However, children's progress towards the early learning goals is not adequately assessed and information from observations is not effectively used to plan future learning and development. Children are well-supported however in their communication, language and literacy development and are making very good progress in this area. The childminder often reads a range of books and as a result children develop an interest in books and talk about what they see in pictures.

Children are also well supported to adopt a healthy lifestyle. They receive healthy and nutritious meals, snacks and drinks and are observed choosing fresh fruit at snack time. They learn about the effects of different lifestyles on their bodies and enjoy playing a board game which helps them to identify healthy food. Children have regular opportunities for physical activity both indoors and outdoors and they also visit different social groups and participate in activities at the library.

Children have a positive attitude towards learning and are keen to be involved and make choices. They develop good relationships with the childminder and with peers and cooperate during some activities, such as helping each other to complete jigsaw puzzles and construct with plastic building bricks. They have opportunities to be creative and show an interest in each others gluing pictures. Children are generally well behaved. The childminder has an extremely calm and gentle manner and manages behaviour effectively, which helps to promote a very relaxed and friendly environment.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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