

Inspection report for early years provision

Unique reference number	EY424387
Inspection date	20/09/2011
Inspector	Karen Tervit
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 2011. She lives with her husband and two children aged 15 and 12 years. They live in Chester le Street, close to local amenities, including shops, schools and pre schools. The whole of the ground floor and the first floor bathroom are used for childminding purposes. There is an enclosed garden available for outside play. The family has a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age, of these, not more than three may be in the early years age group. She is currently caring for one child on a part-time basis in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning and benefit from being engaged in an appropriate variety of interesting activities. The childminder has established many routines that keep children safe and healthy. Overall, suitable partnerships with parents ensure that children's individual needs are met. All required policies and procedures are in place, although, a legal requirement relating to the record of risk assessments is currently only partially met. The childminder is beginning to use self evaluation and demonstrates a positive attitude towards continual improvement.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessments clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 04/10/2011

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

- develop the systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- develop the existing information gathered from parents to include children's starting points in their learning
- improve systems of self-evaluation to clearly target actions for improving outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibility to protect children from harm. She assesses potential risks for children inside and outside her home. For example, she has protected outdoor drains and children cannot access the area beside the shed. However, records do not clearly show a date when these are conducted or ready for review. This is a specific legal requirement. The childminder has attended appropriate training to support her knowledge and understanding of providing first aid, ensuring children are well protected in the event of a minor accident or injury. The childminder has a suitable knowledge of the signs and indicators of abuse and knows who to contact should she have any concerns. There are a varied range of policies and procedures in place to support her practice.

The childminder's home is well organised and accessible to the children. They have good access to the garden area and toys and resources are attractively presented to enable children to make individual choices and decisions. The childminder uses the local toy library lending service to increase children's choices, particularly for resources and play materials reflecting difference and diversity. The childminder is beginning to use the Ofsted self evaluation form as a means to improve her provision. However, this is in the very early stages of completion. The childminder is enthusiastic and committed to developing her knowledge. For example, she accesses training, seeks advice from the local authority development officer and has strong links with other childminders to help develop her practice.

The childminder has suitable working relationships with parents. She obtains some useful information about each child, such as, their individual routines and preferences. However, information gained from parents about children's starting points in their learning is more limited. Although no children with special educational needs and/or disabilities are currently attending the setting, the childminder demonstrates a positive attitude towards working with parents and other professionals to ensure that she is aware of all children's individual needs. The childminder does not currently care for any children who attend other early years provisions. However, she is aware of the importance of sharing information with other settings when appropriate to support children's continuity of care and learning.

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

Children are happy and settled. They move around confidently and are interested in the activities organised for them. They obviously have a good relationship with the childminder and approach her freely and confidently. For example, children are able to make their needs known, such as asking to go outdoors. The childminder interacts well with the children, sitting on the floor with them and asking questions about their play. She has a suitable understanding of the Early Years Foundation Stage learning and development requirements. As a result, children are making sound progress towards the early learning goals. The childminder has begun to

make simple, written observations of what children know and enjoy. However, as children are new to the setting these are in the early stages of development. The observations are not always clearly linked to the areas of learning and next steps in children's learning are not always identified.

Children enjoy being creative with paint, play dough and recycled items. They are developing their skills, handling small tools, such as, paint brushes, glue sticks and scissors. Children thoroughly enjoy pressing buttons on programmable toys to make different noises, helping to develop skills they need to use everyday information and communication technology. They are developing their imagination skills as they pretend to drive their car whilst sat in the large cardboard box and use cushions to make hills to roll their vehicles down. Children are learning about how things grow as they water the tubs outdoors and help put the grass cuttings into the recycling bin. Children are beginning to develop an understanding of the wider world as they play with small world figures depicting people with disabilities and from other cultures. Even though they are very young, children confidently count to 10 and beyond, with very little prompting, during their play or when walking down the stairs. Children enjoy favourite nursery rhymes and books, taking delight in naming different characters and animals.

They are helped to understand about health and safety, by practising the emergency evacuation procedure in the home and discussing road safety when out on walks within the community. They are introduced to learning activities and physical play that help them to understand aspects of a healthy lifestyle. For example, using the varied range of outdoor resources and eating healthy snacks. Children access fresh air and exercise on a daily basis. Children do not attend if they are sick, which enables the childminder to protect others from illness. Age-appropriate techniques, such as, discussion and distraction along with clear and consistent boundaries, are used to good effect to promote children's positive behaviour.

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	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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