

Inspection report for early years provision

Unique reference number EY248877
Inspection date 18/05/2009
Inspector Pauline Pinnegar

Type of setting Childminder

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.

Description of the childminding

The childminder has been registered since 2003. She lives with her husband, adult daughter and three other children aged 11 years, nine years and 23 months old. The family live in the residential area of Ingleby Barwick, Stockton on Tees near to shops, parks, schools and nurseries. The whole of the ground floor and the bathroom and one identified bedroom on the first floor are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to provide care for five children under the age of eight years, of these not more than two may be under five years, and of these, not more than one can be under a year. At present the childminder cares for four children aged between 22 months and seven years, of these two are in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and her local childminding group.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children feel secure because the childminder provides a homely environment and spends time supporting their play and learning. She knows the children well and considers their individual needs in the care she provides. The varied range of resources available ensures children have the opportunity to make satisfactory progress and generally each area of learning is appropriately covered. Children's ability and involvement in range of play and learning experiences is observed and recorded satisfactorily. However, the childminder is not yet effectively using the observations to clearly incorporate into planning for the next steps in their learning. The childminder is keen to develop her knowledge and understanding of childcare issues and attends regular training. This helps her to develop her practice and promote outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the planning of activities to ensure that all areas of learning are sufficiently covered and that they are clearly linked to children's learning needs and progression to the early learning goals as identified through regular observations and assessments
- develop activities and resources to nurture children's respect for their own cultures and beliefs and those of other people
- further develop systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting.

The leadership and management of the early years provision

A suitable range of policies and procedures are in place to safeguard and promote the welfare of all children. These are shared with parents informing them of the service provided. Written permission is requested from parents at the time of the child's admission to seek any necessary emergency medical advice or treatment in the future, protecting children's health. All records for the safe and efficient management of the setting are maintained, helping to meet the needs of all children. Children are safeguarded, as the childminder has a sound understanding of safeguarding issues and who to contact with any concerns. Detailed risk assessments on all areas of the home, garden and outings are in place and the childminder ensures these are carried out on a regular basis. Fire drills are practised regularly, which helps to protect children's safety and develop their understanding of dangers and how to stay safe.

The childminder is beginning to evaluate the care and education she provides. The recommendations and actions highlighted at the previous inspection have been positively addressed. This has resulted in more effective systems being implemented with regard to the documentation, record keeping and partnerships with parents. Written procedures are now in place in relation to safeguarding and complaints. The childminder has increased her knowledge and understanding of the Early Years Foundation Stage (EYFS) by completing relevant training. The childminder recognises her strengths as being the variety of activities she makes available for children and the loving attention she offers. She is also realistic in her identification of the need to continue to improve her systems for observations and assessments in relation to children's learning and development. This realisation enables her to better organise the systems she has in place.

The childminder has built suitable relationships with parents. She speaks to them on a daily basis and parents also receive written feedback in the form of daily diaries to ensure they are aware of the activities their children have participated in. Opportunities for parents to review children's progress and contribute to their child's learning and development record are in place. However, firm links have not been established to share relevant information with other practitioners where a child receives education and care in more than one setting. This has a negative impact on ensuring continuity and coherence.

The quality and standards of the early years provision

Children are happy and settled in a welcoming environment. Their art work and attractive posters are displayed in the designated playroom giving children a sense of belonging and promoting their self-esteem. Appropriate use is made of the space so that they can move around independently and choose from a good range of age appropriate resources. Children benefit from a flexible routine including a balance of child-centred and adult-led activities. The childminder's appropriate approach to equal opportunities contributes to children's positive attitude to the wider community. However, there are few resources and activities offered to supplement this. Consequently, this negatively impacts on their growing

awareness and understanding of difference. The childminder is developing her understanding of the Early Years Foundation Stage, and currently plans an appropriate range of activities which generally cover all areas of learning. She has recently introduced observation sheets which she is beginning to use to identify children's learning. However, they are not clearly linked into planning to ensure that the identified learning needs are met to allow children to progress to the early learning goals.

Children's behaviour is managed well. The calm and patient childminder encourages good behaviour by being a good role model and by setting realistic boundaries whilst still allowing children to take appropriate risks to develop their coping skills. Children are regularly praised by the childminder which enhances their self-esteem. They have suitable opportunities to develop their social skills as they attend several toddler groups and sit together for meals and snacks. They show an awareness of shape and colour as they explore games and simple puzzles. The provision of dressing up clothes, a play kitchen, dolls buggy and small world toys gives children the opportunity to use their imagination. They currently enjoy using the outdoor playhouse as a 'stable' for their 'pretend' horse. The childminder supports children appropriately as they play, encouraging them to count and identify colours. A variety of games and puzzles, help to promote children's problem solving skills, for example, young children explore jigsaws and remain interested as they try to fit the letter puzzle together. Children enjoy mark making and are developing good hand and eye coordination. A variety of creative activities, including painting and manipulating play dough, promote children's self-expression whilst having fun. Sensory play is extended at toddler group as children explore jelly, icing sugar and cereals.

Children are cared for in a clean and comfortable environment, where they are beginning to develop an understanding of good hygiene and personal care. They are encouraged to be healthy as they learn how to wash their hands and know to put their hands over their mouth when they cough. Children develop and test their physical skills as they use large climbing equipment in the garden and toddler group. They have regular opportunities to be outdoors in the fresh air and love to explore and investigate as they dig for worms in the garden. They are active or restful through choice and sleep in line with their individual needs and parent's wishes. Systems are in place to gather information with regard to special dietary needs, which ensures children's individual requirements are appropriately met. Parents currently provide all meals and snacks for children but the childminder ensures children are kept hydrated by offering regular drinks. Children are kept safe on outings as they learn road safety procedures and understand simple rules, such as holding hands when crossing the road. The childminder has all the required policies and procedures in place to ensure that children's welfare is appropriately safeguarded and promoted.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met