

Inspection report for early years provision

Unique reference number	EY395986
Inspection date	13/01/2010
Inspector	Pauline Pinnegar

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 July 2009. She lives in the Ingleby Barwick area of Stockton on Tees, with her husband, four adult children and her youngest child aged five-years-old. The house is situated close to local amenities. The whole of the ground floor of the premises excluding the bedroom is used for childminding, plus one bedroom on the first floor. There is an enclosed garden for outdoor play. The childminder cares for children on weekdays from 7.30am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11-years-old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm, inclusive environment where the childminder is fully aware of their individual needs. They are happy and settled in the care of the childminder, who plans a range of activities and experiences that help promote most areas of their learning and development. Most documentation required to promote the safe and effective management of the provision is in place. Close working relationships with parents are fostered, helping to support children's well-being. The childminder is in the early stages of monitoring and assessing children's progress and is beginning to use this information to inform her future planning. She is beginning to reflect upon her practice and has identified areas for development for herself to promote outcomes for children, therefore there is satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- improve the systems for parents to review their child's progress and contribute to their child's learning and development record
- further develop resources and activities to nurture children's awareness and respect for the needs, cultures and beliefs of other people
- update the record of risk assessment to include any assessments of risks for outings and trips
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded overall. The childminder has a sound understanding of child protection issues and confidently describes appropriate procedures to follow, should she have concerns for children's welfare. She has also completed online safeguarding training and plans further training to ensure she remains updated with the latest procedures. A written statement is in place, which includes all relevant details and informs parents of her procedures and responsibility to keep children safe. Household members are appropriately vetted and children are supervised well to maintain their safety. Most documentation required to promote the effective management of the setting is in place, for example, children's details, records of attendance and dietary needs. Risk assessments are conducted for the home both indoors and outdoors, to reduce the potential for accidents with a written record maintained. However, although the childminder thoroughly risk assesses all outings, the written record does not reflect this. Although the childminder has an emergency evacuation plan, this does not include a procedure for a practise fire drill with children.

A welcoming environment is created, children are able to play, rest and eat in comfortable surroundings. Equality and diversity are effectively promoted. For example, all children are encouraged to try out the full range of available activities and play equipment. The childminder has written policies and procedures in place relating to equality and diversity and caring for children with special educational needs and/or disabilities. The indoor and outdoor environments are well resourced. All children have easy access to a range of good quality toys and resources. This encourages them to make choices and contributes in helping them make progress in relation to their starting points. The childminder is beginning to evaluate the learning and development opportunities she offers. She gains verbal feedback from parents to broaden her view of the service provided. All the required training has been attended. The childminder is keen to attend further courses to develop her childcare knowledge, therefore there is satisfactory capacity to improve. The childminder makes good use of her local toy resource library, to ensure she can provide a full range of resources, which reflect children's interests. However, she recognises the resources and activities available which promote positive images of diversity in order to help children explore and celebrate similarities and differences within society.

The childminder is developing effective relationships with parents. She speaks to them daily about the activities their children have enjoyed, as well as sending them regular text messages. Parents also receive good quality written information regarding policies and procedures when children first attend. Thereafter, daily discussions and written communication diaries keep parents and the childminder fully informed of the children's recent experiences. Although parents have access to children's learning and development records, they are not involved in contributing to these records. Parents have very positive views of the childminder and the service she provides. They describe the diary they receive as 'a treat to read' and are 'delighted with the activities children are engaged in'. The childminder understands the need to build links with other practitioners, where a

child receives education and care in more than one setting, to ensure continuity and cohesion. However, there are currently no children on roll who access other provisions.

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

Children are happy and confident in the childminder's care. They play purposefully with a good range of toys and activities that interest them and provide them with suitable challenges. Children's independence is developing, as they select and play with toys and resources, which are accessibly stored to promote free choice. Flexible daily routines allow children to experience a suitable range of activities in the home and some within the local community, such as, the library. Confidence and self-esteem are enhanced in the calm and friendly environment. A baby squeals with delight when attempting to walk, the childminder holds the child's hands and offers lots of verbal encouragement. Children behave well because the childminder has clear appropriate boundaries and are warmly praised to reinforce positive behaviour. Children's early language skills are well supported as the childminder engages in play with them. For example, they look at books together and very young children begin to repeat back noises familiar animals make. The childminder recognises what children enjoy doing and provides activities that promote and encourage their interests. For example, babies love to explore their senses and like 'touchy feely' books and love to explore rhythm and sound with a range of musical instruments. Children are animated and relate well to the childminder, they have clearly established good relationships, as natural, warm interaction is apparent. Babies are beginning to feel secure as they move around and explore their environment independently. The childminder is involved with the children as she sits on the floor with them, supporting their play.

The childminder has just begun to make observations of children in their play, detailing how she supports them and records this information in their learning and development records, alongside photographic evidence. This information is beginning to be used to identify children's next steps and inform her planning. However, children have only been attending the setting for a short period of time so progress as yet, is difficult to track. The variety of toys provided, assists young children in developing skills for the future. Children explore early technology, accessing a suitable range of 'cause and effect' toys and delight as they press buttons and await the responses. They explore new textures, such as, dough and paint as an early creative experience and develop hand-control for future writing skills as they make marks with wax crayons.

Children's good health is suitably promoted; the home is clean and well maintained and the childminder follows good hygiene practice when changing nappies. Children have individual towels to dry their hands and wipes are used to clean hands prior to eating. This helps prevent the spread of germs and illness. The childminder ensures children are well nourished and hydrated by offering healthy meals, snacks and drinks. She works closely with parents to ensure that dietary needs are accommodated. Children are active or restful through choice and sleep in-line with their individual needs and parents' wishes. The garden is used to offer

opportunities for physical play, including trips to the park, the walk from school enables children to benefit from fresh air. Babies have plenty of clear, safe floor space to crawl and pull themselves up onto the furniture.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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

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