

Inspection report for early years provision

Unique reference number 312755
Inspection date 13/07/2010
Inspector Vivienne Dempsey

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 December 1991. She lives with her husband and one adult child. They live in an established residential area of Marske, close to local amenities, shops and schools. The whole of the ground floor is used for minding. There is a lounge/diner and conservatory available. The toilet is located at first floor level. There is an enclosed rear garden available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding six children, of these three are in the early years age range. The childminder walks to local schools to take and collect children. Children are taken to playgroup and the library.

The childminder is a member of the Marske Childminders Group and has gained a Level 3 diploma in Home-based Childcare. She is also registered 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 good.

The childminder provides a warm and welcoming environment for all children and their families. She recognises the value of continuous improvement and attends regular training to develop her knowledge and skills. This encourages a culture of reflective practice, which helps to promote better outcomes for children. The childminder has a positive relationship with parents. A wide range of information is sought before admission, which enables her to effectively meet the individual needs of all children. Good systems are in place to ensure no child is disadvantaged. All children make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- further develop systems for self-evaluation to drive improvement and promote outcomes for all children
- further develop systems to observe, assess and plan to help children progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has developed a good range of policies and procedures. These are implemented very well to ensure the safeguarding and welfare of all children. She has a good understanding of the signs and symptoms of abuse. She is aware of the procedures to follow if she has any concerns. This helps to ensure children are safe and protected in the childminder's care. Records for the safe and efficient

management of the setting are in place and effectively maintained. For example, a record of all accidents are recorded and parents sign to acknowledge entry, keeping them informed at all times. This helps to protect children's welfare. Good procedures for the emergency evacuation of the premises are in place. Regular evacuation drills are carried out and a record is maintained. This helps to develop children's awareness of fire safety and how to keep themselves safe in the event of an emergency.

A good range of toys and resources are freely available, and all children are able to access these independently. This enables them to make choices and decisions about what they do. All children achieve well, as a result of the childminder's care and support, and they make good progress in their learning and development. The childminder provides a safe environment, which is conducive to learning. The childminder updates her knowledge and skills on a regular basis, and has a good knowledge and understanding of each child's background and individual needs. She works closely with parents and other providers to ensure that each child gets the support they need, helping to promote outcomes for all children.

The childminder is very keen to develop the service she provides. Recommendations from the previous inspection have been implemented. For example, the registration certificate is displayed, where it is easily visible to parents and the complaints procedure has been developed to include the relevant address and telephone number of Ofsted. This helps to protect children's welfare. The childminder uses the Ofsted self-evaluation tool to assess her strengths and weaknesses, and some plans for future development are in place. However, these are not always clear, which does not fully drive improvement or fully promote outcomes for children.

Well established relationships have been developed with parents, ensuring children's needs are met. Parents and children are meaningfully involved in the self-evaluation process, and their views are used to develop the childminder's practice and resources available. Parents are really happy with the service provided and feel the childminder is very supportive. For example, parents feel that children have benefitted hugely from being in the childminder's care.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements. She knows children very well and provides a varied and interesting range of activities and resources to stimulate and promote children's learning and development. Children's development files show children's progression and all children are making good progress. Parents are well informed about all aspects of their own child's achievement, well-being and development. However, systems to plan for the next steps in children's learning are not always clear, which does not fully promote children's learning and development.

All children show a good understanding of the importance of following good

personal hygiene routines as they independently wash their hands with confidence. Children walk daily, use the childminder's garden, visit the local park and go to the local swimming baths, which helps to develop children's physical skills, while helping to keep them healthy. They take part in regular fire drills, which helps to develop their awareness of safe practices. Children learn how to stay safe when out in the local community as the childminder talks to them about road safety, stranger danger and how to keep themselves safe. All of which helps to positively promote outcomes for children.

Children are very happy, settled and secure in the childminder's care. They relate well to the childminder, as she joins in with their play. The childminder provides a good range of activities to develop children's understanding of diversity, such as celebrating a range of festivals. Children are very well-behaved and display a strong sense of belonging. A good range of interactive toys are available, which develops their awareness of technology. They enjoy making pictures with a variety of shapes using tacks and a small wooden hammer to secure the shapes in place. The childminder talks to them about the different shapes and colours they use, encouraging them to differentiate between the shapes and colours.

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	2

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	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	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

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