

Inspection report for early years provision

Unique reference number	EY430261
Inspection date	01/12/2011
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.

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 June 2011. She lives with her husband and one child aged 22 months, in the residential area of Darlington, County Durham. The whole of the ground floor and the first floor bathroom and toilet is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years range. There is one child attending on a part-time basis who is within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association and her local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and friendly environment for all children and their families. She implements suitable procedures to gather information from parents, in order to meet children's individual needs and create an inclusive environment. Appropriate use is made of the space to enable children to move around safely and access from a suitable range of age-appropriate resources. This is combined with a suitable variety of activities covering all areas of learning. This is conducive to children making appropriate progress towards the early learning goals. Most documentation required to promote the safe and effective management of the setting is in place and systems for observations and assessments are developing. The childminder has a sound awareness of areas for development and is beginning to monitor and evaluate her setting, which includes developing her systems for observations, assessments and planning.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision in relation to who has legal contact with the child; and who has parental responsibility (Safeguarding and promoting children's welfare). 15/12/2011

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

- improve the system for recording children's attendance to ensure it is accurate at all times
- develop further the systems for observation and use the children's highlighted next steps of learning to inform individual planning and to effectively track children's progress towards the early learning goals
- improve the systems to ensure effective continuity and progression of children's care and learning by encouraging parents to contribute to children's learning and development records
- improve the arrangements in place for hand washing to effectively reduce the risk of cross-infection.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an appropriate understanding of safeguarding children issues. This is supported by a written policy and a clear understanding of procedures to follow if she has a concern about a child. She has a suitable range of policies and procedures in place which underpin her practice and are shared with parents. Suitable systems are in place to gather relevant information, in order to meet children's needs, for example, dietary requirements and medical history. These are kept up-to-date and stored confidentially to further safeguard children. However, the childminder has not requested details of who has legal contact and parental responsibility for the child. This is a legal requirement, in order to fully safeguard children. Children's welfare is appropriately promoted, as the childminder and her family have had suitable checks completed. Daily checks, along with a detailed record of risk assessments, help keep children safe inside and outside of the home. Consent to obtain emergency medical treatment is in place and the childminder holds a current first aid certificate. This ensures that she can respond appropriately to accidents. Most documentation required to promote the safe and effective management of the provision is in place. However, the record of children's attendance lacks clarity at times.

Equality and diversity are suitably 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. She does not currently care for any children with special educational needs and/or disabilities. However, she demonstrates a positive attitude towards ensuring that all children are fully included at the setting and to gathering information in order to meet their individual needs. 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 to make progress in relation to their starting points. Systems for self-evaluation are satisfactory with the childminder being able to identify her strengths and weaknesses. She is enthusiastic about the children in her care and gains written feedback from parents and her local authority to gain an optimal view of the service she provides. She has begun to use the Ofsted self-evaluation form to help her reflect on her practice and has identified the need to improve her systems for observation, assessment and planning overall.

Appropriate procedures are in place to work with parents. A welcome pack, along with copies of all relevant policies and procedures, ensures that parents are well informed about the service the childminder provides. Parents are happy with the care provided and describe the childminder as 'one in a million'. Parents are kept informed about their child's learning and care through regular verbal feedback and a daily communication diary. Although, parents are aware of their child's learning journal, they are not as yet, actively encouraged to contribute to these records in order to assist planning. The childminder has a positive attitude to liaising with other providers for children on roll who attend other settings. Suitable links have been forged to assist continuity of care and education.

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

Although, children have not been attending for long, they are happy and settled with the childminder. They benefit from the homely, welcoming environment, where the childminder engages them in play. The children are making suitable progress in their learning and development, as the childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. They benefit from individual files, which include examples of their work and observations that are linked to the areas of learning. However, the children's identified next steps are not used rigorously to plan personalised learning for each child and do not link to the early learning goals, in order to track children's progress effectively. Children behave well because the childminder sets realistic expectations and rules for them to follow, such as being nice to each other and sharing the toys. Consequently, all children are happy and settled in her care. She praises and encourages positive behaviour and enthusiastically celebrates children's achievements. This helps to promote their self-esteem and confidence. Children develop a suitable understanding of keeping themselves safe, such as how to cross the road safely and how to evacuate the premises in an emergency. They also wear high visibility jackets when out walking. Children's awareness of their own and different cultures is being satisfactorily developed because the childminder acts as a positive role model. The childminder provides a suitable range resources, activities and posters within the home, which reflect different cultures and show positive images of diversity.

Children develop skills for the future, as they play on the computer and a range of interactive toys. They enjoy listening to their favourite music and songs using the compact disc player. The childminder recognises what children enjoy doing and provides activities that promote and encourage their interests. For example, children love to use their imagination so a good range of small world toys and dressing-up clothes is available for children to play with. Children also love books and the childminder encourages early reading skills using a good range of them. Children explore letters and sounds using a phonics scheme, which also assists their early reading skills. A suitable range of resources are available which promote early problem solving, such as board games. Children also explore numbers and quantity as they take part in baking activities. A variety of creative activities, such as collage and painting, helps to promote children's self-expression while having fun. Walks and discussions about the weather introduce children to the natural

world.

Children are welcomed into the clean and well-kept premises where they have sufficient space to play. Children do not attend if they are sick, which enables the childminder to protect others from illness. Children are encouraged to adopt healthy practices, such as washing their hands before meals. However, they all share one towel, which does not effectively reduce the risk of cross-contamination. Healthy snacks and meals are provided by the childminder and highlight the importance of making healthy choices. Regular use of the garden and outings to the park and woods provide suitable opportunities for healthy exercise to encourage children's physical development and for them to understand the importance of being healthy and active.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- maintain a record of a parent/guardian/carer's consent prior to the administration of all medicines (Records to be kept). (also relates to the voluntary part of the Childcare Register) 15/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Records to be kept). 15/12/2011