

Inspection report for early years provision

Unique reference number	EY421808
Inspection date	17/05/2012
Inspector	Vivienne Dempsey

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 2011. She lives with her child aged one year in Hartlepool. The whole of the ground floor and upstairs bathroom 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 age range. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There is currently one child attending in the early years age range. Children attend on a full and part-time basis. She also offers care to children over five to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A good knowledge of each child's needs, together with strong partnerships with parents, ensures that children's welfare and learning is promoted very well. This means that all children are carefully monitored to ensure they reach their potential and progress well, given their age and starting points. Good procedures and a well-planned environment, overall, keep children safe, secure and enable them to thoroughly enjoy their learning. Effective self-evaluation systems are in place and are based on the needs of children and parents using the service. Plans for future improvement are clear. This helps the childminder to promote children's, care learning and development very well.

What steps need to be taken to improve provision further?

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

- 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 are safeguarded and protected by the childminder's overall good understanding of the requirements set out in the Early Years Foundation Stage framework and her subsequent comprehensive policies and practices. She has a good knowledge of current safeguarding procedures and has completed appropriate first aid training so that any concerns or accidents are dealt with effectively. She implements a range of good procedures to ensure that children are protected and supervised at all times. They include the vetting of all adults in the household and ensuring visitors to her home are supervised at all times. Comprehensive risk assessments and health and safety policies help to protect

children's welfare. Appropriate fire detection and control equipment, for example fire alarms and a fire blanket, are in place. The childminder has a clearly defined procedure for the emergency evacuation of the premises, however the evacuation drill is not practised regularly and details are not recorded in a fire log book of any problems encountered and how they were resolved. Daily checks of the premises are completed and recorded. Clear accurate attendance and accident records are in place, these are signed by parents and means that they are informed at all times.

Children are happy and confident in the childminder's care. They are fully involved and interested in their play. They have easy access to varied resources, as well as taking part in planned activities and outings. Children are able to make choices about what they do; this ensures they are happy, content and fully occupied. The childminder also makes very good use of resources to promote equality, diversity and children's understanding of the wider world. For example, children celebrate a range of festivals and resources depict images of diversity. This helps them to value diversity and difference and develop their own personal identity. Although there are no children currently on roll with special educational needs and/or disabilities, the childminder has good systems in place to support them.

Good partnerships have been developed with parents and a wide range of information has been collected at registration to ensure the childminder meets children's needs very well. The childminder confidently discusses individual children's routines, demonstrating how well she knows the children in her care. She is vigilant, conscientious and caring and ensures parents' requests and children's needs are met at all times. The childminder ensures a two way sharing of information; this includes the use of daily diaries and in-depth discussions at the beginning and the end of each day. This helps to keep parents informed of their child's day and any progress made and keeps the childminder informed of children's development at home. Currently no children attend other settings; however the childminder confidently discusses the systems she would have in place to share relevant information with other providers to ensure continuity and coherence. The childminder is beginning to set high standards and good systems are in place to help her continually reflect on her practice, which help her develop the service she provides. She shares good practice with other childminders in order to identify new ideas and improved ways of working. The childminder has attended relevant training and works closely with parents and children to develop the services she provides.

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

Children thrive in a stimulating and welcoming environment. The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage and of how young children learn and progress. Consequently, she plans a rich and varied programme of experiences tailored to their individual needs, interests and stages of development. Methods for observing and assessing children are effective in supporting children's learning and development and evidence shows that children's progress is good in relation to their starting points.

Next steps are clearly highlighted and tracking systems are used to ensure children make good progress towards the early learning goals.

Children are very happy and settled in the childminder's care; they give her cuddles on arrival and happily wave to parents when they leave. A good range of interactive toys and electronic musical instruments are available; children take pleasure in making sounds, and lights flash. This helps to develop their awareness of technology. The childminder plans a variety of outings and activities, children attend regular childminder groups and visit the local library to look at and borrow books. All of which promotes children's communication, language and literacy skills. Children enjoy exploring a range of materials, such as dried pasta, rice and fur. The childminder talks to the children about the different textures and the noises they make as they bounce on the floor. This provides opportunities for younger children to be involved in exploring and investigating.

Children are well behaved, this is encouraged by the childminder who is a positive role model and creates a calm and positive environment by listening to and praising the children. The childminder provides food and snacks for the children. These provide a healthy and nutritious balance, such as different fruit, pasta and homemade meals. Children have fruit juices, milk and water through the day. The childminder encourages children to follow good personal hygiene routines. For example, children are encouraged to wash their hands before meals and snacks. They enjoy walking in the local environment and have daily access to the childminder's garden, enabling them to engage in a good range of physical activities as part of maintaining a healthy lifestyle.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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