

Inspection report for early years provision

Unique reference number	506916
Inspection date	30/07/2009
Inspector	Kathleen Snowdon
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 was registered in 1996 and lives with her husband and two adult daughters in Cramlington, Northumberland. Her home is close to all facilities including local schools and nurseries. The whole of the ground floor and two bedrooms on the first floor are used for childminding while outdoor play takes place in nearby parks.

The childminder is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and currently there are four children in the early years age group on roll. The childminder takes and collects children from local schools and nurseries, carries out sponsored childminding for the local authority and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory overall. The children's welfare is promoted by the sound priority attached to their health and safety. This produces a fairly inclusive environment in which the needs of individual children are met. Children make progress in their learning and development but the childminder could improve on the way she observes, assesses and plans. Partnership working is effective and contributes to the childminder's evaluation of her practice.

What steps need to be taken to improve provision further?

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

- obtain a copy of the publication 'What to do if you are worried a child is being abused-Summary' published by the Department for Children, Schools and Families
- plan appropriate play and learning experiences that are based on an assessment of children's individual needs and interests.

The leadership and management of the early years provision

Although she does not have a copy of the publication 'What to do if you are worried a child is being abused-Summary' the childminder's knowledge and understanding of safeguarding issues is sound overall. She is aware of the signs and symptoms that indicate abuse and she is confident about how to pass on concerns. As well as this, she completes risk assessments to minimise the chance of accidents occurring and teaches children how to stay safe by carrying out fire drills.

Effective links with other agencies, which involves regular dialogue with professionals such as teaching staff and social workers, help the childminder to

meet children's individual needs. Partnership with parents is similarly effective. Contracts are used to establish the expectations of parents and the childminder while daily discussions keep both parties informed of children's progress and recent experiences.

The childminder seeks the views and opinions of parents and others involved in the care and education of the children to help her reflect on and assess her practice. She has also started to use Ofsted's self-evaluation form and has addressed recommendations made at the last inspection. Alongside this, the childminder has taken part in relevant training, such as safeguarding and first aid and has attended an Early Years Foundation Stage workshop.

Documentation is readily available, stored securely to protect confidentiality and amended as soon as changes take place to keep information up to date and accurate. All essential written parental consents are in place as is public liability insurance. The childminder keeps a daily diary in which she records a brief overview of the day. She ensures that the childminding certificate is prominently displayed to enable parents and others to scrutinise the conditions of registration.

The quality and standards of the early years provision

The childminder makes observations and assessments of the children to establish their starting points and abilities but does not use this information to its fullest effect to offer personalised learning opportunities for the children. Consequently, although the children take part in activities that cover all areas of learning and which help them to make sound progress towards the early learning goals, these are not always based on their particular interests.

The children have access to developmentally appropriate toys and resources that offer them scope in which to have fun and enjoy themselves. They also go on interesting outings to places such as the swimming baths, parks, toddler groups and the local library, where they build on their enjoyment of books and reading. These opportunities increase their knowledge and understanding of the world and promote their literacy development.

The children enjoy appetising meals and snacks, which include generous portions of fruit and vegetables, to encourage the development of healthy tastes and preferences. Consistent routines, such as hand washing before eating, help them to acquire good personal hygiene while daily outdoor play in local parks keeps them fit and active. There is a sensible approach to caring for sick children and this helps to contain the spread of common illnesses and infections.

Relationships between the children and the childminder are sound. The childminder offers children effective support and as a result they are happy and secure. Clear explanations help the children to understand why certain actions are unacceptable and to understand right from wrong. They visit centres where they mix with people who have disabilities and they celebrate festivals, such as Chinese New Year and Easter. These experiences teach children to value and respect difference.

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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard children from abuse and neglect (CR2)(also applies to the voluntary part of the Childcare Register)

13/08/2009

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 above (CR2)(also applies to the compulsory part of the Childcare Register)

13/08/2009