

Inspection report for early years provision

Unique reference number	EY235350
Inspection date	20/04/2009
Inspector	Cathryn Parry
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 2002. She lives with her husband and two children aged 16 and 11 years in the residential area of South Shields in Tyne and Wear. The whole of the ground floor and the study bedroom on the first floor of the childminder's home is used for childminding. The childminder cares for children on weekdays from 07.45 to 17.30 for 47 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of one child overnight between the ages of two and eight years. She collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder offers a warm and friendly welcome to all children and their families. The range of resources and experiences provided ensures all children have the opportunity to make progress. The planning of activities and systems for observing children are being developed. The childminder has a small amount of experience of caring for children with learning difficulties and disabilities. She demonstrates a generally positive attitude to providing an inclusive environment. This includes being willing to liaise with other professionals to meet any specific needs. The childminder attends courses and links with the childcare development workers from the local authority, to ensure continuous improvement is satisfactorily maintained. However, all the required training has not been attended and all documentation is not in place.

What steps need to be taken to improve provision further?

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

- continue to develop systems for the planning of activities and observing children, including matching observations to the expectations of the early learning goals and using the observations of children to plan the next steps in their learning
- further develop resources and activities to nurture children's respect for their own cultures and beliefs and those of other people.

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

- ensure an appropriate first aid qualification is obtained (Suitable people) (also applies to both parts of the Childcare Register).

20/06/2009

- further develop systems for recording each risk assessment undertaken, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.(Documentation)

27/04/2009

The leadership and management of the early years provision

The childminder evaluates the care and education she reasonably well. She informally speaks to parents to ensure they are happy with the service she provides. All recommendations raised at the previous inspection have been positively addressed. This has resulted in some consent forms and policies being reviewed, which means children are better safeguarded. The childminder identifies her strengths as being the good rapport she has with the children and the range of activities she provides. She also recognises that a first aid qualification must be maintained and that the planning and observing systems are still being developed. Consequently, she is able to identify relevant training to attend and arrange visits with a childcare development officer from the local authority to further develop her practice.

The childminder has built friendly relationships with parents. She speaks to them on a daily basis to ensure they are aware of the activities their children have participated in. This enables them to continue highlighted interests at home. Tentative links with the local nursery are being made to ensure continuity and cohesion.

The childminder is booked onto safeguarding training and demonstrates an adequate understanding of associated issues. Consequently, children are appropriately protected. Daily visual risk assessments take place and there are some very basic records of these. However, these documents do not state when the assessments took place and are not in place for all outings. This is a breach of requirements.

The quality and standards of the early years provision

The childminder has an adequate understanding of the Early Years Foundation Stage. The range of resources and visits to different toddler groups ensure each of the areas of learning is appropriately covered. A short induction period, including visits with parents, enables children to settle into the new environment. Children enjoy their time with the childminder and are happy to participate in the variety of activities provided. A suitable balance of child-centred and adult-led experiences ensures appropriate challenge for their age and stage of development. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. The childminder's suitable approach to equal opportunities contributes to children's appropriate attitudes to the wider community. However, there are limited resources to complement this and very few festivals, other than Christian, are celebrated. This negatively impacts on children developing an awareness and respect for different

beliefs and traditions. Children show an awareness of shape as they complete puzzles. They use information and communication technology to support their learning, for example they explore interactive toys and use a computer to complete educational games. Trips to places of interest, such as the local museum, beach and The National Glass Centre broaden children's experiences. Their communication skills are fostered resulting in good interactions between themselves and the childminder. A variety of creative activities including decorating T-shirts, painting and manipulating play dough, promote children's self-expression whilst having fun.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. The premises are secure with suitable procedures being in place for the collection of children, ensuring they are appropriately protected. Glass doors in the playroom enable children to benefit from natural light whilst playing indoors. They experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. They access regular opportunities for large physical play. These include visits to the park where they can explore large climbing equipment. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children are encouraged to enjoy generally healthy snacks and meals. These include pasta dishes, good quality meatballs, fresh fruit and sandwiches. Children do not attend if they are sick, which enables the childminder to protect others from illness. The childminder has a good understanding of how to respond positively should a child have an accident and has previously attended first aid training. However, this has expired, which is a breach of the requirements. Children are beginning to understand simple health and hygiene practices, including sometimes washing their hands before snack, and always after using the toilet. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

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:

- take action as specified in the early years section of the report (CR1.2) 20/06/2009

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 in the early years section of the report (CR1.2) 20/06/2009