

Inspection report for early years provision

Unique reference number	EY242133
Inspection date	09/11/2009
Inspector	Janet Fairhurst
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 has been registered since November 2002. She lives with her husband and three children aged 17, 12 and nine years, on the outskirts of Prudhoe, Northumberland which is a short walking distance from the local school and shops. The whole of the ground floor and the first floor bathroom is used for childminding. Access to the home is via a number of steps. The childminder is registered to care for five children and currently has two children on roll. All children attend part time.

The family has a pet dog which is kept outside.

This provision is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. She takes children to and collects them from school. The childminder takes the children to the local park regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle easily in this relaxed, warm and welcoming home where they are kept safe and secure. The childminder is responsive to children's individual needs and provides suitable age appropriate resources and activities that meet their interest and support their learning and development. Children make steady progress in their learning and development as they freely explore their surroundings and initiate their own play. The childminder has established good relationships with parents and exchanges information about children's care and progress daily. Most of the requirements are met. The childminder has some understanding of areas for development and as a result, self- evaluation and the scope for continuous improvement are satisfactory.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 01/12/2009
- obtain from parents who has legal contact with the child; and who has parental responsibility (Safeguarding and promoting children's welfare). 01/12/2009

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

- develop systems to use the experiences children bring from home as the

starting points for their learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The childminder has attended recent safeguarding training and is secure in her knowledge of child protection issues and has a good understanding of the procedures to follow if she has concerns about the welfare of a child in her care. Suitability checks have been completed on all adult family members who may come into contact with the children. The childminder checks the environment to ensure children's safety at all times. She clearly explains how she minimises risks to children in her home and on outings through appropriate safety arrangements and by completing daily safety checks and detailed written risk assessment. Most of the documentation required to promote the safe and effective management of the setting is in place, well organised and readily available. However, information relating to who has legal contact and parental responsibility has not been obtained, and in addition, consent for emergency medical treatment is not in place. These are requirements of the Early Years Foundation Stage (EYFS).

The childminder provides a child-friendly environment with a suitable range of accessible toys. The childminder does not have any children with special educational needs and/or disabilities attending the setting, however, she demonstrates a genuine commitment to ensuring that all children are included and to working with parents to meet individual needs. Children's understanding of the diversity of the world is met through looking at books, and discussion about festivals and special events. Partnerships with parents are good. They receive detailed written information prior to their child starting which includes all relevant policies and procedures along with information about the childminder and how she works. The childminder gathers sufficient information from parents in order to meet children's individual needs, for example, medical and dietary requirements. However, she has not developed this further to obtain information about children's starting points from parents in order to show progression towards the early learning goals. Parents express their satisfaction for the childminder and the service she provides. In written references they refer to the childminder as 'trustworthy' and 'friendly', and also comment on how their child 'looks forward to going to the childminder's home'. The childminder has established links with the nursery that children attend, in order that she may complement the learning taking place.

The childminder satisfactorily evaluates the care and education she provides. She demonstrates a suitable vision of how she wants to improve the quality of her provision. For example, through training she has recently completed a National Vocational Qualification at level 3 as well as the Home Based Childminding course. Most of the recommendations from the previous inspection have been addressed, this helps to promote outcomes for children.

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

Children enjoy their time with the childminder who clearly knows them well. She describes their unique abilities, interests and development they have achieved. They are provided with suitable play opportunities and activities, which follow their individual needs and interests however, children's developmental starting points are not collated. Through discussion the childminder outlined how observation, assessment and planning to meet individual needs is carried out. Although not available for inspection the childminder stated she has introduced individual files which include examples of children's work and written observation. The childminder clearly understands how children learn and is beginning to link the activities and learning outcomes to the areas of learning and this is used to inform future planning.

Children are happy and contented. They enjoy playing with the small world figures creating their own story line. Children benefit from an established routine of outdoor activities and visits into the community. They go for walks to the local park looking at the environment and getting to know their local community. The childminder uses everyday routines to create learning experiences, such as counting the cars they see on their walks, sorting and matching the laundry and counting the steps to the house. A range of books are available for children to look at independently and with the childminder. This is complemented with visits to the library. A range of creative activities promotes their fine motor skills and introduces basic mark making to the children, including painting, sticking and drawing.

Children enjoy good opportunities to be active and promote their physical development. On their trips and outings children begin to learn about keeping themselves safe, for example, when crossing roads. Children also complete the fire evacuation procedure regularly so that they understand what to do in an emergency. They have good opportunities to learn right from wrong and start to take responsibility for their own actions as the childminder implements effective age-appropriate behaviour management techniques. Children adopt good personal health and hygiene practices. They follow the role model of the childminder who keeps her home clean and well maintained. Children independently access the downstairs bathroom and learn to wash their hands with soap and water, and dry them properly. Children access fresh drinking water at all times. They are offered healthy snacks of fresh fruit and enjoy home prepared meals or bring packed lunches, depending on the wishes of parents.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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