

Inspection report for early years provision

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Inspection date	05/05/2010
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.

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Description of the childminding

The childminder has been registered since 2006. She lives with her husband and two children aged seven and four years in Kenton, Newcastle-upon-Tyne. The home is situated in a residential area close to the local schools, shops and other community facilities. The ground floor of the childminder's house is used for childminding and the two children's bedrooms are used for overnight care. The front and rear gardens are used for outside play. Overnight care is available for two children.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of which 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. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very warm and welcoming environment for all children and their families. She demonstrates a secure knowledge of the Early Years Foundation Stage and provides a wide range of activities for children which cover all areas of learning. This enables them to make good progress in their learning and development. Most of the welfare requirements are met. The childminder is committed to working closely with parents to provide an inclusive setting, where all children are valued and their individual needs are fully met. She demonstrates a positive attitude towards developing the service she provides. This ensures that outcomes for children are promoted well.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments for all areas of the home, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation)
- 26/05/2010

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

- seek further information from parents when children first attend in respect of their current stage of development and capabilities, to inform initial planning for individual progress
- promote effective continuity and progression by sharing relevant information

about children's learning and development with other providers of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has detailed policies and procedures in place, effectively implemented to promote children's welfare. These include her responsibilities in respect of safeguarding children, and the information is made available to parents. While the childminder has given careful consideration regarding assessing risks within the home and garden to ensure that accidents can be prevented and hazards minimised, these are not documented. Therefore the welfare requirement is not met. The childminder seeks appropriate information from parents to enable her to meet the individual needs of children, for example, about their general welfare, personal routines and preferences. However, this does not clearly identify children's developmental starting points when they first attend. All documentation required to promote the safe and efficient management of the setting is in place, including accident and medication records. The childminder holds a current first aid certificate and has permission from parents to seek emergency medical treatment, this ensures that she can respond quickly and appropriately to any accidents.

Space is used well to provide children with a stimulating environment. Children move around with confidence as they play, making choices from the accessible resources. Toys and equipment are stored safely and well maintained. The childminder promotes equality and diversity well as she collates relevant information from parents with regard to each child's background and needs. Resources, such as books, jigsaws and small-world figures, reflect diversity. Good opportunities are made to help children understand about the world they live in, such as the celebration of a range of festivals, for example, Chinese New Year, St Patrick's Day and Easter.

The childminder promotes positive relationships with parents. She endeavours to keep parents and carers informed about all aspects of the provision through discussion, a daily diary and information shared through their children's development files. Parents receive copies of key policies and procedures, including complaints and safeguarding, and are requested to sign to confirm their understanding of these. The childminder seeks their views with the use of questionnaires, which provide good feedback on the care given. Parents comment on how happy children are and how much fun they have. Effective procedures to share information about all children's individual learning and development with other providers is not yet sufficiently robust to ensure continuity in their learning.

The childminder has a positive attitude towards personal development and since her previous inspection has completed the Diploma in Home Based Childcare. The childminder has successfully addressed the previous recommendations and demonstrates a commitment to self-evaluating her provision. As a member of her local childminding network, the childminder uses monitoring visits as a tool to evaluate the quality of the provision she provides. This combined with verbal and

written feedback from parents and children ensures she is able to understand her strengths and identify areas for improvement.

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

The childminder has a good understanding of the Early Years Foundation Stage, which enables her to support children to make good progress in all areas of learning and development. Each child has their own developmental file. They include samples of children's art work, photographs of children undertaking various activities and observations. The observations clearly link to the areas of learning, however, they do not include the next steps in children's learning. Nevertheless, the childminder clearly knows the children well. She confidently talks about how she plans to help children make ongoing progress based on their interests and stages of development. As a result, children are making good progress in all areas of learning.

The children and the childminder enjoy their time together. Children are confident in making decisions in their play and busily go from one activity to another, telling the childminder what they are doing and seeking her support when needed. The children are supported in their learning, as a range of interesting and challenging activities are readily available to them all. Time and consideration is given to each child's individual needs. Purposeful play takes place both indoors and outdoors, with the childminder taking the children on various outings, for example, childminding drop-in groups, where they learn to socialise, take turns and share resources. Children show an interest in books as they select them freely and look through the pictures, making comments about what they see. Access to a range of jigsaws, building blocks and construction toys encourage children to learn about the concepts of shape, size and colour. Children develop appropriate levels of independence and this is well supported, with the childminder encouraging children to try and solve problems themselves initially, rather than doing it for them. For example, children attempt to put the dolls clothes on, working out what will fit which doll. Children have good opportunities to develop skills for the future. For example, they learn basic handwriting as they have easy access to a wide range of paper, pencils and crayons. They participate in arts and crafts activities, such as painting, play dough and cutting. This helps to develop children's fine motor skills and promotes creativity. Children have regular opportunities for physical activity, such as going for walks, visiting soft-play venues and playing in the garden.

Children are well-behaved and polite at the childminder's home as the childminder implements age-appropriate techniques to promote positive behaviour. Children's health and well-being is effectively promoted. The childminder encourages them to choose from a range of healthy snacks and plans baking activities. They use the bathroom independently and clearly understand daily routines, such as washing their hands before snack. Each child has their own towel and toothbrush. This helps to reduce the risk of cross infection. Children are able to regularly practise the emergency evacuation procedure as well as discuss and practise road safety.

As a result, they are developing a good understanding of safety. For example, they know they must find a safe place when crossing the road.

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

How effectively is the Early Years Foundation Stage led and managed?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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