

Inspection report for early years provision

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Inspection date	20/01/2011
Inspector	Karen Tervit
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 was registered in 2007. She lives with her husband and children aged nine and five in Killingworth, North Tyneside. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The family pet is a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age. She is currently caring for three children in the early years age range on a part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and caring environment which is welcoming to all children and their families. Children enjoy their time, both indoors and outdoors, and make good progress towards the early learning goals. Overall links with parents are good. Observations are mostly used effectively to inform practice. Effective systems for monitoring and evaluating the quality of the provision result in the capacity to maintain continuous improvement being good.

What steps need to be taken to improve provision further?

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

- obtain written parental permission from all parents for children to take part in outings
- develop the systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- help children to learn how to keep themselves safe, for example by practising the fire evacuation with them.

The effectiveness of leadership and management of the early years provision

Children are suitably protected. The childminder has a comprehensive range of written policies and procedures in place, which are regularly updated and used to effectively safeguard children. However, she does not have written permission from all parents to take children on outings. She has a clear understanding of her

role in protecting children and has attended further training so as to keep her knowledge up-to-date. All adult household members have been suitably vetted. Clear systems are in place for dealing with complaints, and the childminder makes sure parents know how to make a complaint. There is a wide-ranging record of risk assessments, which clearly highlights potential hazards within the home, garden and on outings. The childminder is clear about procedures to follow should she need to evacuate her home in an emergency. However, she has not yet practised this with all minded children so as to raise their awareness.

The childminder evaluates the care and learning she provides so as to identify learning priorities. She has completed further training since her last inspection and regularly meets with other childminders to share good practice. Overall, the childminder has successfully addressed the recommendations from her previous inspection. For example, children now use paper towels to dry their hands, minimising the spread of infection. The childminder has a very good range of toys and play materials to help children learn about difference and diversity. She also borrows more from the local toddler group so as to increase children's choice. A wide range of play materials are set out on the floor or stored in a cupboard at the children's height to encourage independence and free choice. 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.

The childminder is aware of the importance of developing links with other local settings that children attend, when appropriate, so as to ensure that children receive continuity in their care. Partnerships with parents are good, this helps children settle quickly and easily into the setting. They work closely together and information is consistently shared regarding the children's progress and development. For example, the childminder often sends texts and picture messages of significant events. Parents complete questionnaires and their comments are very positive about the care children receive.

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

Children obviously have a good relationship with the childminder and approach her freely and confidently. Individual files for each of the children have been developed. These include photographs and some written observations. These are mostly linked to the areas of learning, however the next steps in children's learning are not always clearly highlighted. The childminder uses these to inform her planning to cover most areas of learning and takes very good account of children's interests. The childminder's home is organised to enable children to independently access a good selection of play opportunities that supports progress in their learning and development. Their photographs are displayed in the living room giving children a sense of belonging. Children's understanding of difference and the wider world is effectively encouraged through activities, access to resources, and use of books. Children celebrate various festivals and special events. For example, they visit China Town for a meal when it is Chinese New Year, raising

their awareness of the similarities and differences of each other.

Babies and young children enjoy being creative with different materials, such as paint and glue. They receive excellent opportunities to develop their social skills as they mix with their peers at the various toddler groups and childminder drop-in sessions they attend. Children dance and sing enthusiastically as they play. They are developing their walking skills as there is plenty of room for them to practise safely. The childminder offers lots of praise and encouragement as she sits on the floor with them, involving herself in their play. They are beginning to develop their concentration skills as they put the shapes back into the shapes sorter or play with pieces from simple inset puzzles. The childminder talks to the children constantly as they play together and this encourages their growing vocabularies. For example, she talks to them about the different noises that toys make. Children especially enjoy playing with the aeroplane as they load the passengers and make it fly. Good use is made of everyday opportunities to develop children's skills for the future, such as counting the jigsaw pieces.

Children are able to rest and sleep according to home routines, with the childminder instantly recognising when they become tired. Children are cared for in a clean and comfortable environment, where they are beginning to develop an understanding of good hygiene and personal care, as the childminder implements consistent routines. For example, very young children have their hands wiped before meals and snacks. A clear sick-child policy helps to further reduce the risk of cross-infection and ensures children are cared for appropriately when ill. Meals and snacks are provided by parents, with the childminder offering activities and simple discussions to promote children's understanding of the importance of healthy eating. Children are developing an appreciation of keeping themselves safe. For example, they dress up as traffic lights as they play with the road mat and help to press the button at the pelican crossing.

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	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	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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