

Inspection report for early years provision

Unique reference number	EY350540
Inspection date	05/02/2010
Inspector	Sharon Greener
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 was registered in 2007. She lives with her husband and two children aged six and eight years. They live in the residential area of Houghton-Le-Spring, Tyne and Wear. The whole of the ground floor, the bathroom and rear bedroom located on the first floor of the childminder's home are used for childminding. 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 aged under eight years. There are three children on roll in the early years age range, and one child aged between five to under eight years. She also cares for children aged over eight years. The childminder cares for children on weekdays from 7am to 6pm for 50 weeks of the year. She has completed a relevant childcare course and holds a current paediatric first aid certificate. She takes and collects children from the local school and nursery and attends the local parent and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children and parents are recognised and valued as individuals, and welcomed into an inclusive environment. Children make satisfactory progress. The childminder works very well with parents and others to meet children's needs. She evaluates her practice sufficiently well and identifies areas for further development satisfactorily to support continuous improvement. The majority of required documentation is in place and most is suitably maintained. However, not all documentation is readily accessible for inspection, which is not in keeping with regulatory requirements.

What steps need to be taken to improve provision further?

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

- ensure that all records relating to childminding activities are readily accessible and available for inspection at all times (Documentation). 12/02/2010

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

- forward a copy of marriage certificate to Ofsted as soon as possible
- develop further processes for monitoring and assessing children so as to inform planning effectively and support their learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of the safeguarding children from harm policy and procedure. She has completed relevant training to level 2. The recommended literature and contact details are in place for reference purposes. Generally, documentation is well maintained and most are readily accessible. However, at the time of the inspection risk assessments records and one child's records were not available in their entirety. This is a breach of regulatory requirements. The childminder was unable to produce her marriage certificate to verify a change of name. Risk assessment procedures are satisfactory and appropriate steps are taken by the childminder to minimise or remove risks. Security is maintained well. Procedures regarding the collection of children are good. A password system is in place and children are only released to nominated people. Appropriate safety equipment is provided and regular fire drills are completed and recorded. The childminder shows a very good understanding of relevant policies and procedures, such as the action to be taken regarding an uncollected or lost child. Her knowledge of complaint management is satisfactory and a suitable system of recording information is in place if required. The quality of service, care and education provided is evaluated satisfactorily. Overall, areas for improvement are identified sufficiently well and tasked accordingly. The childminder seeks out relevant training to support her practice. For instance, she has completed training in respect of the Early Years Foundation Stage (EYFS), food safety, basic health and safety and has renewed her first aid certificate.

Space is used well to provide children with easy access to a satisfactory selection of resources. Child-friendly storage enables them to make sufficient choices and self-select activities within the constraints of safety. This helps nurture their decision making and independence skills. Children's awareness of diversity and the wider world is well promoted. They have access to a suitable selection of resources to help nurture their understanding of such matters. The childminder uses positive role modelling and simple explanations well to help children to recognise differences in a positive manner. Suitable arrangements are in place to support children who speak English as an additional language. The childminder is able to describe how she would work closely with parents to obtain key words in a child's home language from parents, and use visual prompts to aid communication with children. Children with special educational needs and/or disabilities would be supported appropriately. The childminder is able to describe how she would liaise with other professionals, adapt activities and obtain additional equipment and resources to meet children's specific needs accordingly. She understands very well the importance of forging good links with others delivering the EYFS. The childminder has attended a parents' evening at the local primary school to meet with key staff, and shares relevant information on an ongoing basis to support children's continuity of learning.

Good relationships are established and maintained with parents. Induction procedures are good. Parents and children complete a series of visits to the childminder's home, which allow all parties to get to know each other. Children settle very well. Pertinent information is obtained in respect of children's initial

starting points. This allows the childminder to gain a sound understanding of children's capabilities. Full personal details and relevant information is in place for all but one child. Parents are very well informed about the service provided. They receive copies of all policies and procedures for their reference. The childminder encourages parents to keep her well informed of any pertinent information that may impact upon the continued care of their child. Parents are kept up-to-date regarding their children's progress and the general events of the day. This is achieved through regular verbal feedback and respective parents access to their child's records. The childminder talks to parents about their child's current interests, and favourite toys and activities. This allows parents to mirror activities at home to support their child's learning. Questionnaires issued by the childminder and completed by parents gave very positive feedback regarding the service provided.

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

The childminder demonstrates a suitable understanding of how to support children's learning and development and uses the EYFS satisfactorily to support her practice. Children are able to learn at their own level and pace. They are well supported, sufficiently challenged and make satisfactory progress. A suitable range of adult-led activities are provided, such as special creative activities, singing and story time. Children visit places of interest, for example, the local library, shops, parks and green areas. Younger children frequently attend local parent and toddler groups each week. These outings provide children with opportunities to socialise with others and to develop their awareness of the local community and wider world. Children explore their environment freely under the close supervision of the childminder. For example, a toddler enjoyed rummaging in storage boxes and investigating the resources provided. The childminder nurtures children's confidence and self-esteem well through the recognition and praise of children's efforts and achievements. For example, a toddler's ability to manoeuvre a small car along the floor was readily praised by the childminder. Close, warm relationships are evident between the childminder and the children in her care. Children interact with her confidently and affectionately, and are happy and contented. This is demonstrated by the way a toddler enjoyed a cuddle from the childminder before having a nap.

The childminder uses observations well to allow her to build a suitable understanding of each child's capabilities. Information regarding each child's development is recorded satisfactorily and identifies sufficiently well the next step to be taken to help individual children progress. The childminder plans a suitable range of activities and learning experiences for the children. Children's behaviour is managed well using age appropriate tactics. For instance, distraction is used well with very young children and ground rules are explained to older children and reminders given when necessary. The childminder uses praise of positive behaviour as a means of promoting and reinforcing such behaviour. Children respond positively and they are very well behaved.

Children awareness of potential hazards is raised well in keeping with their age and

level of understanding. The childminder achieves this by talking to children about matters, such as road safety, 'stranger danger', the safe use of resources and of the need to stay close to her at all times. Evacuation and road safety procedures are practised regularly. Hygiene standards are well maintained. Positive role modelling and regular routines are used well to preserve children's welfare. The childminder has a good understanding of relevant policies and procedures, for instance, those in respect of a sick or injured child, the administration of medication and the management of accidents. Information regarding the dietary needs of children is obtained and recorded, and such needs are well met. Healthy eating is suitably promoted and daily menu choices include fresh fruit and vegetables. Children have access to fresh drinking water and other suitable drinks. The benefits of a healthy lifestyle are suitably promoted. Children are regular visitors to local parks and children's play areas, and they go for walks each day weather permitting. A satisfactory variety of resources and large equipment is provided to help support children's physical development.

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	3
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	3
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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