

Inspection report for early years provision

Unique reference number	EY365321
Inspection date	07/02/2011
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 2008. She lives with her husband and child aged four years. They live in the residential area of East Boldon in South Tyneside, Tyne and Wear. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed garden for outdoor play. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding seven children in this age group. There are four children on roll aged five to over eight years. The childminder cares for children weekdays from 7.30am to 6pm for 48 weeks of the year. Links are made with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children and parents are welcomed warmly into an inclusive environment, where they are acknowledged as individuals. The childminder works well with parents and other providers to support children's learning and development and children make satisfactory progress. The childminder evaluates her practice suitably and most areas for further development are identified and tasked accordingly to support continuous improvement. The required documentation is in place and the majority is suitably maintained.

What steps need to be taken to improve provision further?

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

- improve knowledge of the Early Years Foundation Stage to help support practice and inform planning to support children's individual learning effectively
- improve familiarity with the procedure regarding the management of a written complaint.

The effectiveness of leadership and management of the early years provision

The childminder shows a good understanding of how to safeguard children from harm. Parents' access to a written safeguarding policy ensures they are aware of the procedure. Security is well maintained. Procedures for the collection of children are good. Satisfactory steps are taken to minimise or remove risks. A daily visual risk assessment of facilities and resources is completed and a more formal annual risk assessment is conducted and recorded. Appropriate safety equipment is provided. The childminder has a sound knowledge of relevant policies and procedures. For example, she understands the action to take regarding the

evacuation of the premises and a lost or uncollected child. The required documentation is in place and the majority is well maintained. Her understanding of how to manage a complaint is satisfactory. However, she is not fully familiar with the set time scales regarding responding to complaints. A written policy is shared with parents and includes the contact details for Ofsted. Suitable systems are in place to monitor and evaluate the quality of service, care and education. This helps to identify areas for further development and to support continuous improvement. The childminder holds the Introduction to Childminding Practice certificate and a valid first aid certificate.

Space is used very well. The childminding areas are very child orientated and storage systems provide children with easy access to a good range of resources. This allows them to make choices and nurtures their decision making and independence skills. Children's awareness of diversity and the wider world is suitably promoted. The childminder presents as a positive role model. Simple explanations, resources and play activities are used satisfactorily to help children recognise differences in a positive manner. This helps them to develop a positive awareness of diversity. The childminder works well with other professionals and agencies to ensure that the needs of children are met. For example, she has received training from a nurse to enable her to administer emergency medication. Positive links are made with others delivering the Early Years Foundation Stage. Several children attend the local primary school and nursery. The childminder has good relationships with teaching staff at the settings and they regularly exchange relevant information to support children's continuity of learning.

Relationships with parents are good. Copies of policies and procedures are shared with them. Effective induction procedures ensure that parents work in harmony with the childminder to help settle their children into her care. Consequently, children settle very well. The childminder obtains pertinent information about children's initial needs and abilities and this is recorded. This allows her to build a sound understanding of children's starting points and abilities. Parents are kept well informed of the service provided, general events and their child's progress. This is achieved through regular verbal feedback, the use of photographs, telephone calls, text messages and parents' access to their children's records. The childminder encourages parents to keep her informed of any relevant information that may impact upon the continued care of their children. She shares information with parents about their children's current interests and favourite toys or activities. This allows them to support their children's learning at home. Feedback contained in letters from parents is complimentary. For example, one parent states 'a very positive experience for our child' another states 'my childminder is welcoming, friendly and easy to communicate with'.

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

The childminder has a suitable understanding of the Early Years Foundation Stage. She supports the children's learning and development satisfactorily and they make satisfactory progress. Children are able to explore freely and make choices about

their play whilst under her very close supervision. A good variety of adult-led activities are initiated by the childminder. For example, story time, additional creative activities, such as, making hand prints with paint and baking. Children visit places of interest for instance, museums and botanical gardens, parks, woodland areas, children's playgrounds and indoor adventure play facilities. Young children attend local parent and toddler groups several times each week. These outings provide children with additional opportunities to socialise with others and to develop their awareness of the local community and the wider and natural world. The childminder makes suitable use of questions and discussion to promote and reinforce children's learning. For instance, the childminder encourages a young child playing with home-made play dough to describe it. The child replies that 'it is soft and sparkly'. This type of interaction helps to promote and enhance children's language and vocabulary skills. Children are able to develop an age appropriate awareness of simple mathematical concepts such as, shape, size, colours, spatial awareness and number. For example, during play with a selection of toy cars very young children are encouraged to name the various colours and to count them and compare sizes. The childminder readily recognises and celebrates children's abilities and efforts. This positive recognition and praise helps to nurture their confidence and positive self-esteem. Warm relationships are evident between the childminder and the children for whom she cares. This is demonstrated in the confident way that they turn to her for assistance, reassurance and comfort. Children are happy and contented in the childminding environment.

Children's individual learning and progress is suitably monitored and assessed. This childminder achieves this through the observations made of children and her ongoing discussions with children and parents. A satisfactory system of recording this information is in place. Through these processes the childminder is able to establish an awareness of each child's capabilities. This allows her to identify the next step to be taken to promote each child's learning appropriately and she is able to plan a suitable range of activities and learning experiences for each child. The childminder has a good understanding of how to manage children's behaviour and she makes consistent use of age-appropriate strategies. For example, the use of distraction tactics with very young children and the simple explanation of the ground rules and gentle reminders of these with older children. They respond positively and their behaviour is good. The childminder helps to raise the children's awareness of safety well. She talks to them about road safety, stranger awareness, the safe use of toys and the need to stay close to her at all times. Hygiene standards are very well maintained. Children are encouraged to adopt appropriate hygiene practices, which are reinforced through regular and familiar routines, such as hand washing at appropriate times. The childminder makes effective use of relevant policies and procedures. For instance, she understands well the action to be taken in respect of a sick or injured child, accident management and the administration of medication. Children's dietary needs are discussed in detail with parents. The childminder holds a food hygiene certificate. Children are offered a good variety of nutritious meals and snacks. Fresh drinking water is available and other suitable drinks are offered throughout the day. The childminder actively promotes the benefits of a healthy diet and an active life style. Children are able to access fresh air and take exercise each day. She ensures children have the opportunity to be physically active on a daily basis whether indoors or outdoors. For example, they enjoy dancing to music, playing in the garden and walk to and

from nursery. A wide variety of resources and equipment is provided to allow children to develop, test and refine their physical skills. This helps promote and preserve their health and 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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	2
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

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

Met