

Inspection report for early years provision

Unique reference number	EY365360
Inspection date	28/03/2011
Inspector	Julie Morrison
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 four children aged 20, 18, eight and six years near Prudhoe. The family have a pet dog and a cat. The ground floor living room, kitchen and bathroom of the childminder's home is used for childminding. The childminder cares for children on weekdays from 7.30am to 6.30pm for 48 weeks of the year.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding five children of whom one is in the early years age range. The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a friendly environment for all children. Most of the required documentation is in place and sufficient information is gathered from parents at the start. This helps to promote an inclusive environment and supports children's individual needs being appropriately met. The childminder has a basic understanding of the learning and development requirements of the Early Years Foundation Stage, and plans a reasonable range of activities which cover most areas of learning. Consequently, children are making adequate progress towards the early learning goals. She has positively addressed the recommendation raised at the previous inspection and has a suitable understanding of areas for development. This helps to begin to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that there is an accurate daily record of the names of the children looked after on the premises and their hours of attendance. (Documentation) (also applies to both parts of the Childcare Register)
- 28/03/2011

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

- develop understanding of safeguarding children procedures by obtaining the guidance What to do if you are worried a child is being abused
- develop systems to observe, analyse and use the information found out about the children to plan for the next steps in their learning

- consider the needs, interests and stages of development of all of the children to plan and resource a challenging experience across all areas of learning, with particular reference to raising children's awareness of diversity and supporting children to use information and communication technology.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded at the setting. The childminder has a suitable understanding of the signs and symptoms of abuse, and is clear about procedures to follow should she have a concern about a child. However, she does not have a copy of the document, 'what to do if you are worried a child is being abused'. This means that she is not able to follow the guidance should she need to. Most of the documentation required to promote the effective management of the setting is in place, for example, children's details, consents and dietary requirements. However, the childminder does not have an accurate record of children's attendance. This is a breach of the legal requirements and means that the childminder's records are not up-to-date. The childminder ensures that children are kept safe in her home and on outings as she implements appropriate procedures, such as maintaining close supervision of children at all times, having an alarm on her front door and keeping hazardous materials out of children's reach. This is supported by a record of risk assessments and daily checks of all areas.

The childminder makes adequate use of space and resources. She describes how older children can independently choose from a sufficient range in the toy box or ask for other toys which are stored in cupboards. The childminder explains that for young children she sets out resources for them. However, although during the inspection books and cars were placed out, this does not effectively support a stimulating and challenging environment based on young children's needs. Suitable procedures are in place to work with parents. At the initial meeting the childminder discusses her practice, provides copies of her policies and procedures and gathers sufficient information to meet children's individual care needs. The childminder ensures that parents are kept informed about their children's care and learning as she talks to them on a daily basis and shares children's individual observations with them. No children currently attend any other settings. However, the childminder is positive about working with other's providers to support the needs of children.

The childminder has positively addressed the recommendation raised at the previous inspection. She now carries out regular fire drills with the children. This helps children to begin to learn about keeping safe and effectively supports their welfare. The childminder has a basic understanding of her areas for improvement and discusses practice with other childminder's. This suitably promotes continuous development.

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

Children are suitably settled and secure in the childminder's care. They contently play with cars, lining them up and sorting them into different groups. This begins to develop their problem-solving skills. The childminder interacts sufficiently with children to support their learning. For example, she sits with them and they look at books together. Open-ended questions such as, 'where is' and 'can you find' supports children's language skills and they begin to point out different animals and talk about the noises they make. The childminder also makes use of books to introduce counting skills to children, for example, asking them 'how many frogs can you see?' Regular visits to local toddler groups provide children with opportunities to socialise with their peers and develop their confidence. The childminder describes how they take part in a suitable range of activities to support their creative skills, such as gluing, painting and making cards or friendship bracelets. Resources to help to raise children's awareness of diversity and support their information and communication technology skills are limited. This does not effectively support children's awareness of the wider world or further support them developing skills for the future.

The childminder demonstrates a basic understanding of the learning and development requirements of the Early Years Foundation Stage. She has introduced basic observations of the children which are linked to the areas of learning and provides a reasonable range of activities which cover most areas of learning. This supports children in making sufficient progress towards the early learning goals. However, observations do not include the children's next steps in learning. This means that planning for activities is not based on their individual needs and does not ensure that young children are sufficiently challenged.

The childminder suitably supports children's good health as she has a sound understanding of the importance of providing a balanced diet, for example, she provides snacks of fresh fruit, she encourages older children to implement effective hygiene procedures, such as washing hands after using the bathroom and she uses individual clothes to wipe young children's hands before snacks. Children are beginning to learn about keeping themselves safe. For example, they practice road safety and the childminder gives them gentle reminders such as not to drop toys as they are heavy and could hurt their feet. This is combined with appropriate procedures to record medication and accidents. Simple house rules enable all children to understand how to behave safely and the childminder explains how they are encouraged to share and be nice to each other. This helps them to develop skills for the future.

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	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	3
The effectiveness of the setting's engagement with parents and carers	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 28/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 28/03/2011