

Inspection report for early years provision

Unique reference number	EY367837
Inspection date	11/02/2009
Inspector	Cathryn Parry
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and two adult children in the residential area of Jarrow in South Tyneside. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. She has a cat as a pet. The childminder cares for children on weekdays from 07.30 to 19.30 for 48 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. 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. The childminder collects children from the local school and attends two parent and toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder offers a warm and friendly welcome to all children and their families. The adequate range of resources ensures children have the opportunity to play independently or with others. Some areas of the childcare and education are still being developed. The childminder demonstrates a positive attitude to providing an inclusive environment. She has attended a relevant training course several years ago and is willing to link with other professionals to meet children's individual needs. The childminder is working with a childcare development worker from the local authority to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the planning of activities to more effectively use the observations of children to plan the next steps in their learning
- further develop resources and activities to nurture children's respect for their own cultures and beliefs and those of other people
- obtain the publication 'What to do if you are worried a child is being abused - Summary'

The leadership and management of the early years provision

The childminder adequately evaluates the care and education she provides. She has only been caring for children for the past six weeks and is developing systems to effectively improve the service she provides. She encourages parents to give feedback in order to gain a broader view. The childminder recognises her strengths as being her previous experience of looking after her own family, and the home

from home environment she provides. She is also realistic in her evaluation, as she discusses how she feels she can make improvements in all areas. This realisation enables her to plan to attend relevant training.

The childminder is building appropriate relationships with parents. She offers a very flexible approach, including adapting her hours of caring for children to meet individual family's needs. Daily verbal communication with parents and written diaries ensure they are informed of the activities their children have participated in. This enables them to continue their children's learning at home. The childminder has started to make tentative links with the local nursery to promote continuity of care and education.

The childminder has attended safeguarding training and demonstrates a suitable understanding of associated issues. She has a written procedure in place with relevant contact details should she need to make a referral. However, she does not have a copy of the booklet 'What to do if you are worried a child is being abused - Summary'. This makes it difficult to follow the guidance in the publication. The childminder visually risk assesses her home and any outings undertaken. She also keeps a written record, which has a positive impact on reducing the risk of accidental injury.

The quality and standards of the early years provision

The childminder has a suitable understanding of the Early Years Foundation Stage. The reasonable amount of resources ensures each of the areas of learning is adequately covered. These are complemented with activities children experience at the parent and toddler group and visits to the local library. Children benefit from a flexible routine, including a suitable balance of child-centred and adult-led activities. Their social skills are nurtured as they sit together for meals and begin to share the toys and take turns. The childminder provides imaginative craft activities to encourage children to problem solve and be creative. An example of this is where they endeavour to make a picture frame out of twigs and leaves. Children's knowledge of the living world is appropriately promoted as they watch one of the childminder's neighbours feed the birds and discuss what is happening. Toddlers show an awareness of shape as they explore sorting activities. Children enjoy looking at age-appropriate books independently and with the childminder, including younger children feeling different textures in the tactile books. The childminder's suitable approach to equal opportunities contributes to children's developing understanding of difference. However, there are few resources to supplement this and opportunities have been missed to celebrate different festivals. Consequently, this impacts negatively on nurturing children's respect for their own cultures and beliefs and those of other people. An appropriate and consistent approach to managing behaviour is employed, which takes into account children's understanding and maturity. This results in children understanding what is right and wrong. The childminder has started to develop individual folders for the children with some observations, which are linked to the early learning goals. She discusses the very basic planning she has begun to implement. This links generally to children's likes rather than always being informed by the observations she undertakes. She explains that this is because she is still getting to know the

children. Consequently, the next steps in their progress are currently not always planned for.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. They are learning about the importance of good personal hygiene and are given opportunities to become increasingly independent in their personal care. For example, the childminder provides a toilet trainer seat and encourages children to wash their hands after visiting the bathroom. Children do not attend if they are sick, which enables the childminder to protect others from illness. Appropriate checks and cleaning keep the selection of toys and resources in a reasonable condition. This ensures that children handle items that are adequately clean and safe. They access some opportunities for physical activities, including going for walks, playing football and negotiating large climbing equipment in the park. Babies and toddlers are developing their locomotion and balance skills through using a selection of push-and-pull toys. Children are active or restful through choice and babies sleep in line with their individual needs and parent's wishes. They are encouraged to enjoy generally healthy snacks and meals. These include sausage and Yorkshire pudding, cheese on toast and fruit. Appropriate procedures are in place to ensure children are kept safe on outings. Examples of this are where they use the crossing patrol and understand simple rules, such as holding hands when crossing the road. Children experience adequate levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.